

MY TEACHER

Running Words: 32
Level 1/A

Story Synopsis

This is a story about a girl's teacher and all of the things she is doing.

Blackline Master

With magnetic letters, show the students the word *my*. Have them disassemble and make it several times. Then have them write *my* on the blank line.

Before Reading

- Discuss the cover picture.
- Provide the students with a brief synopsis of the story. Be sure to introduce the language structure of the story (*My teacher is . . .*).
- Have a brief discussion with the students about teachers.
- Have the students locate one or two important sight words that may be new or unfamiliar (for example *My* and *is*).

During the Reading

Some children who are not attending carefully to the print may not notice the small changes. Prompt students to reread and check more closely.

After the Reading

Discuss the story. Ask: *Why do you think the girl loves her teacher?*

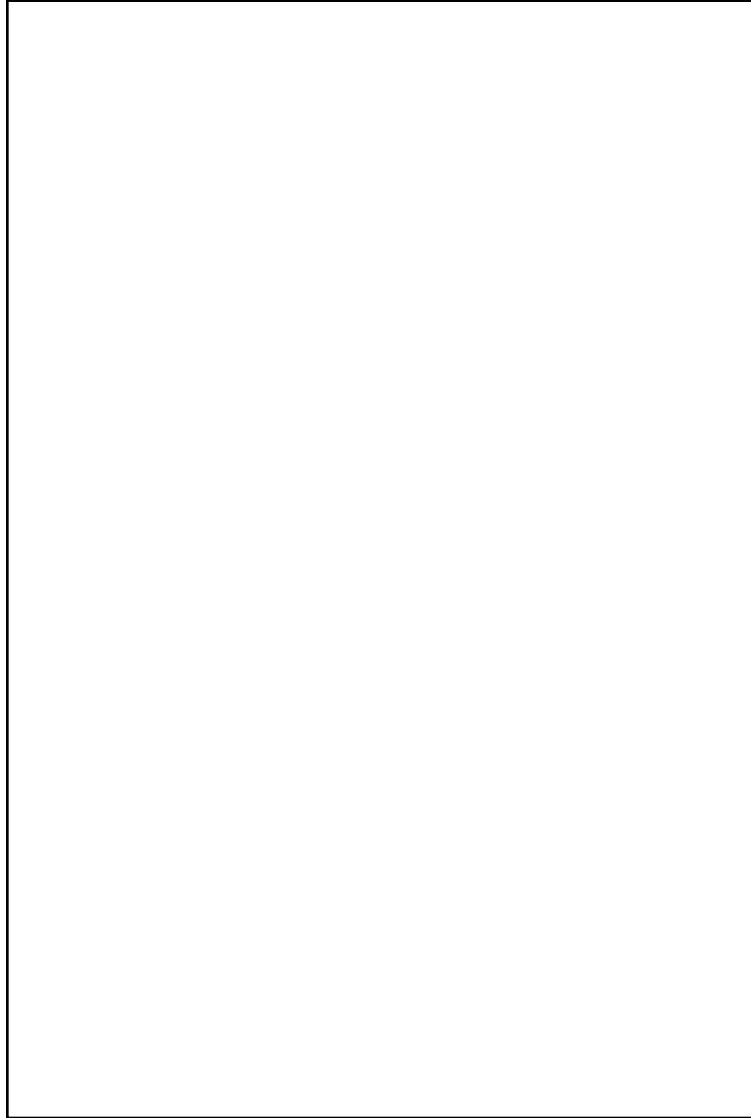
Extending the Story

- Make a new story with the children about their mom or dad. Use the structure *My mom is . . .*
- Have the students read their book to a partner.

Name _____

My Teacher

Directions: Make a picture of your teacher.



Here is _____ teacher.

RECESS

Running words: 27
Level 1/A

Story Synopsis

This is a story about a girl and all of the things she likes to do at recess.

Blackline Master

Ask the students to talk about what they like to do at recess. Have them make their own little book by making pictures of themselves at recess, and completing the sentences.

Before Reading

- Discuss the cover picture.
- Provide the students with a brief synopsis of the story. Be sure to introduce the language structure of the story (*I like . . .*).
- Have a brief discussion with the students about things they like to do at recess.
- Have the students locate one or two important sight words that may be new or unfamiliar (for example *I* and *like*).

During the Reading

Encourage the students to point to each word and carefully check that they are saying *like* when their finger is under the word *like*. If they begin to invent text, ask them to locate a known word. Prompt them to make sure everything makes sense and looks right.

After the Reading

Discuss the story. Ask: *Do you do any of the same things at recess?*

Extending the Story

- Take a photograph of each student doing something at recess. Have them write under it what they like to do.
- Give each child the magnetic letters to make *like*, disassemble it and make it again. Have students write *like* on a chalkboard or white board several times.

Name _____

Fun at Recess

Directions: Make a book about things you like to do at recess.

Recess

by _____

I like to _____.

I like to _____.

I like to _____.

MY CLASSROOM

Running Words: 31
Level 1/A

Story Synopsis

A boy tells about all of the things you can look at in his classroom.

Blackline Master

Discuss with the students the different things they can see in the classroom. Ask them to make a picture and label different objects in the classroom (such as table or chair).

Before Reading

- Discuss the cover picture.
- Provide the students with a brief synopsis of the story. Be sure to introduce the language structure of the story (*Look at the . . .*).
- Have a brief discussion with the students about the pictures.
- Have the students locate one or two important sight words that may be new or unfamiliar (for example *Look* and *the*).

During the Reading

As the children read, encourage them to use their finger and match it to the print.

After the Reading

Discuss the story. Ask: *What things do we have in our classroom? What is different?*

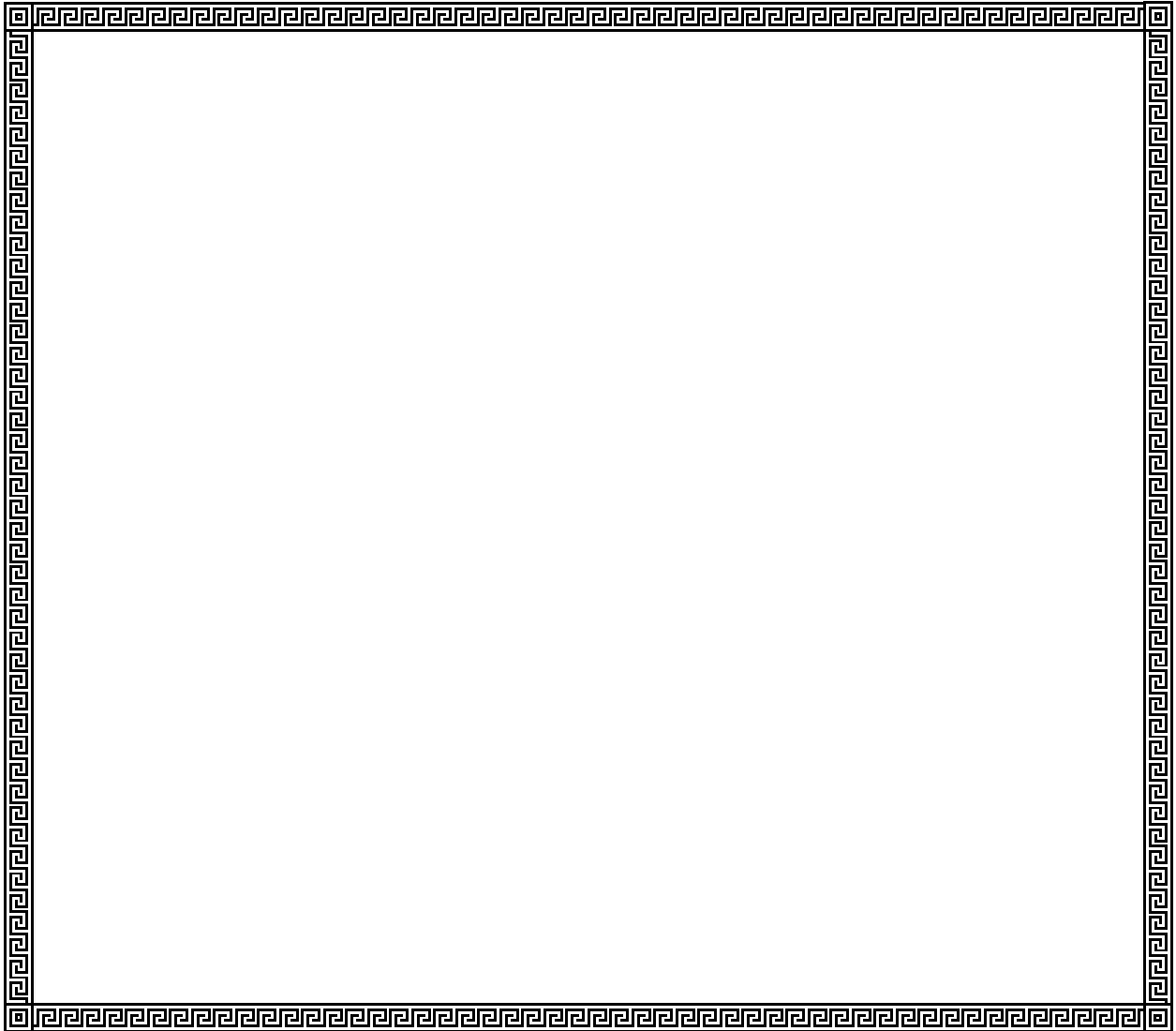
Extending the Story

- Have the students read their book to a partner.
- Together, write a list of things in your classroom.

Name _____

My Classroom

Directions: Make a picture of your classroom and label the different things in it.



Look at my classroom.

READING PARTNERS

Running Words: 48
Level 1/A

Story Synopsis

This story is about boys and girls reading to both stuffed animals and friends in the classroom.

Blackline Master

Talk to the students about friends and family members they read to. Have the students make a picture of someone they read to in each box. Then have them fill in the blank on the sentence below the picture.

Before Reading

- Discuss the cover picture.
- Provide the students with a brief synopsis of the story. Look at all the pictures. Be sure to introduce the language structure of the story (*I am reading to the . . .*).
- Have a brief discussion with the students about reading to family and friends.
- Have the students locate one or two important sight words that may be new or unfamiliar (for example *am* and *to*).

During the Reading

As the children read, listen to see if they notice the slight changes in the pattern. If they have difficulty, tell them to check the print carefully to make sure everything is making sense and looking right.

After the Reading

Discuss the story. Ask: *What were some of the stuffed animals the children read to?*

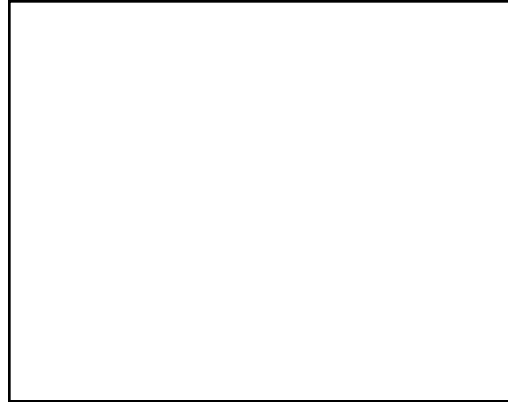
Extending the Story

- Have the student read the book to a stuffed animal or a friend.
- Make a chart listing all the friends, family members, and pets the students have read to.

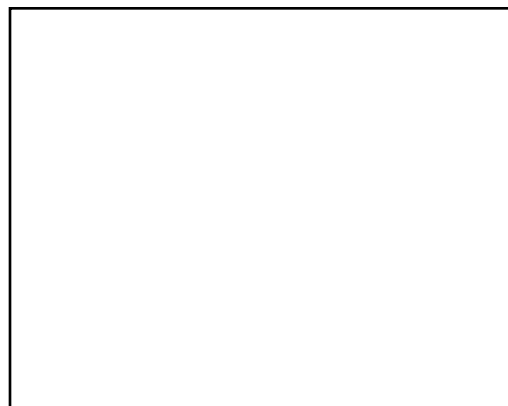
Name _____

Reading Partners

Directions: Draw a picture to go with each sentence.



I am reading to my _____ .



I am reading to my _____ .

TIME FOR SCHOOL

Running Words: 32
Level 1/A

Story Synopsis

It is time for school and everyone is coming, including the principal and the teacher.

Blackline Master

Have the students make a picture of themselves arriving at school. Ask them to write *Here I come* on the blank line.

Before Reading

- Discuss the cover picture.
- Provide the students with a brief synopsis of the story. Introduce the language structure of the story (*Here comes . . .*) as you look at the pictures together.
- Look at the pictures and have a brief discussion with the students about arriving at school.
- Have the students locate one or two important sight words that may be new or unfamiliar (For example *Here* and *comes*).

During the Reading

Encourage the students to point to each word and carefully check that they are saying *the* when their finger is under the word *the*. If they begin to invent text, ask them to locate a known word. Prompt them to make sure everything makes sense and looks right.

After the Reading

Discuss the story. Ask: *How do you come to school? Who do you think gets to our school first in the morning?*

Extending the Story

- Have students make a picture of themselves arriving at school.
- Take pictures of the children arriving at school and write a story using the structure *Here comes _____*.

Name _____

Time for School

Directions: Make a picture of yourself coming to school.



MY SCHOOL

Running Words:34
Level 1/A

Story Synopsis

This is a story about a student and all of the places in his school.

Blackline Master

Have the students make a picture of themselves somewhere in their school. Have them finish the sentence.

Before Reading

- Discuss the cover picture.
- Provide the students with a brief synopsis of the story. Be sure to introduce the language structure of the story (*Here is my . . .*).
- Have a brief discussion with the students about different places in your school.
- Have the students locate one or two important sight words that may be new or unfamiliar (for example *Here* and *my*).

During the Reading

Encourage the students to point to each word and carefully check that they are saying *my* when their finger is under the word *my*. If they begin to invent text, ask them to locate a known word. Prompt them to make sure everything makes sense and looks right.

After the Reading

- Discuss the story. Ask: *Do we have the same places in our school? How are they the same/different.*
- Use magnetic letters to have the students make *Here*.

Extending the Story

- Make a mural of places in the school.
- Make a big book of different places in the school and illustrate it with photographs. Take the pictures with different students in each place. (*Here is the gym . . . Amanda is in the gym*).

Name _____

My School

Directions: Make a picture of yourself somewhere in your school.



I am in the _____.