

COMPONENTS:

- 6 leveled texts (3 fiction & 3 nonfiction)
- professionally illustrated fiction texts
- standards-based Lesson Plans
- word work instruction
- running records for each text
- teaching instructional guides



GUIDED READING

UNIT COMPONENTS

- ✓ 6 leveled readers - Level G - 3 fiction & 3 nonfiction texts
- ✓ professionally illustrated fiction books in color and black and white
- ✓ full-color vivid photographs in all non-fiction readers
- ✓ leveled texts in TWO printing formats: one-sided and double-sided books
- ✓ fully developed 3-day lesson plans for each book
- ✓ digital books to use on tablets/iPads via QR code
- ✓ running records for each book
- ✓ reading strategy fans in 2 orientations - portrait & landscape
- ✓ 6 instructional trifolds to help guide your reading instruction
- ✓ guided writing booklet for comprehension responses and dictation
- ✓ text-dependent interactive notebook templates
- ✓ word work workmats and letters for each book
- ✓ guided reading binder cover and spine

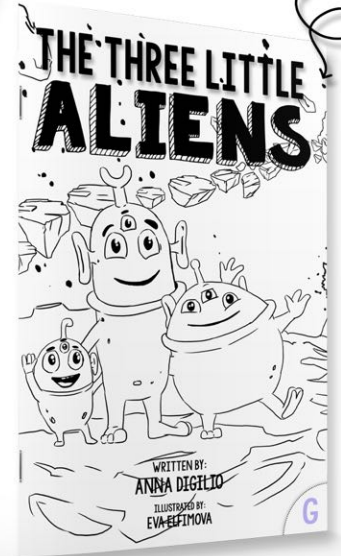
LEVELED BOOKS

6 texts per level

3 fiction & 3 non-fiction



color & black/white fiction texts



printable book

Now, Pom came across the bridge. The monster caught his bigger, rounder spaceship, and shook out Pom. "You are much bigger and plumper! I was smart to wait for you!"
"Oh, my, you are as smart indeed! But if you are really smart as you seem, you'll let me go," Pom said with a smirk.
"Why would I do that?" the monster asked.



"If you eat me, you'll have no room for my brother, Pow."
"I've seen your brother, he is tiny."
"No, no, that's my little brother. My big brother, Pow, is huge! He's two times my size. He'd be a better meal."

digital book on tablets or iPads via QR code scan



TABLE OF CONTENTS

Book	Sight Words	Word Work	Page Number
<u><i>The Three Little Aliens</i></u>	now no then	Blends, Digraphs & Short Vowels	pages 56-91
<u><i>The Sand Castle Contest</i></u>	find number day	Blends, Digraphs & Short Vowels	pages 93-124
<u><i>Matt's Bake Sale</i></u>	this had or	Blends, Digraphs & Short Vowels	pages 126-157
Non-Fiction Texts			
<u><i>Sharks and Whales</i></u>	may go can	Blends, Digraphs & Short Vowels	pages 159-185
<u><i>Big Cats</i></u>	get come so	Blends, Digraphs & Short Vowels	pages 187-213
<u><i>Greek Ships</i></u>	water part by	Blends, Digraphs & Short Vowels	pages 215-240

LESSON PLANS

Day 1

Digital Book QR Code



Sight Word Instruction

Book Intro

Preview & Predict

Vocab Instruction

Active Reading w/
Strategy Prompting

Discussion Prompts

Strategy Instruction

Word Work Instruction

TITLE: The Three Little Aliens			LEVEL: G			
STRATEGY FOCUS: 		DIGITAL BOOK: 	COMPREHENSION FOCUS: <ul style="list-style-type: none"> Ask & Answer Questions Retell and Summarize Compare and Contrast 			
DAY 1		DAY 2				
SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold. <table border="1"> <tr> <td>now</td> <td>no</td> <td>then</td> </tr> </table>		now	no	then	SIGHT WORD REVIEW: Follow the procedures in the Sight Word Instruction Trifold. Review sight words from the day prior or focus on a specific sight word that your student/s are having difficulty with.	
now	no	then				
BOOK INTRODUCTION: This story is about three little aliens who want to go and visit their mom who lived on Happy Planet. But, they are afraid to go on the trip because of the asteroid monster! Read the story to find out what happens.		RE-READ & PROMPT: Students will re-read the text by whisper-reading while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. Continue to differentiate your instruction based on students' needs. Refer to your anecdotal notes from the day prior to review specific skills/strategies based on students' needs.				
PREVIEW & PREDICT: (Do the Prediction question below.) After introducing the text, allow the students to preview the pictures and make predictions. Help students understand difficult concepts or to explain specific illustrations. Review non-fiction text features in expository texts.		DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.				
VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (The page numbers are next to each word.) aliens/afraid/bridge 1, thought 6, caught 7		COMPREHENSION FOCUS: Making Connections: Does this story remind you of a different story you have read? If so, which story is similar? How are they similar? COMPREHENSION FOCUS: Retell: What happened in the beginning, middle, and end of this story?				
READ & PROMPT: Students will whisper-read the text independently while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. This is the time to differentiate your instruction based on students' needs.		COMPREHENSION FOCUS: Synthesizing: Do the illustrations help you understand the story? If so, how do they help you? Show us an illustration that helped you.				
DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.		STRATEGY INSTRUCTION: Review the strategies taught yesterday or use your anecdotal notes to focus on a specific strategy that students are struggling with. Use the Strategy Instruction fans to help you teach the skill.				
COMPREHENSION FOCUS: Prediction: What do you predict this story will be about?		SENTENCE DICTATION: Prepare a Sentence Dictation Booklet or use your students' notebooks.				
COMPREHENSION FOCUS: Story Structure: What is the setting in this story?		1 The man cut down an elm tree and there was a big stump left. 2 The lamp had a clamp on the side. Sam will clamp the lamp on the desk so he can print on the paper.				
STRATEGY INSTRUCTION: Choose 1 or 2 reading strategies to teach and practice. Use the Strategy Instruction fans to help you teach the skill. Choose the strategy based on your anecdotal notes from the students' reading.		OPTIONAL GUIDED WRITING: If time allows, ask students to write about the events in the story. Ask the students to write about the beginning, middle, and end of the story. Have students turn and talk to a partner to orally summarize the story prior to writing the summary.				
WORD WORK INSTRUCTION: Choose one or both Word Work activities to complete.		<th colspan="2">DAY 3</th>		DAY 3		
BOX-ITS Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes.		MAKE-ITS Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson.				
You need the Box-Its workmat with 5 boxes.		You need the Make-Its workmat and the recording sheet with the large letters.				
1 frost	1 blast	GUIDED WRITING:				
2 clasp	2 blimp	1 Use the Compare and Contrast venn diagram explosion book to compare The Three Little Aliens to The Three Billy Goats Gruff. Have the students compare and contrast these two stories.				
3 trust	3 crimp	2 {Additional Activity} Answer the text-dependent questions.				
4 grasp	4 cramp					
5 crisp	5 stamp					
	6 stump					

Teach-ITS

LESSON PLANS

Teach-ITS

TITLE: The Three Little Aliens

LEVEL: G

STRATEGY FOCUS:



DIGITAL BOOK:



COMPREHENSION FOCUS:

- 👉 Ask & Answer Questions
- 👉 Retell and Summarize
- 👉 Compare and Contrast

Day 2
👉

DAY 1

DAY 2

SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.

SIGHT WORD REVIEW: Follow the procedures in the Sight Word Instruction Trifold.

👉 Sight Word Review

now no then

Review sight words from the day prior or focus on a specific sight word that your student/s are having difficulty with.

BOOK INTRODUCTION:

This story is about three little aliens who want to go and visit their mom who lived on Happy Planet. But, they are afraid to go on the trip because of the asteroid monster! Read the story to find out what happens.

PREVIEW & PREDICT: (Do the Prediction question below.)

After introducing the text, allow the students to preview the pictures and make predictions. Help students understand difficult concepts or to explain specific illustrations. Review non-fiction text features in expository texts.

VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold.

Introduce the following words: (The page numbers are next to each word.)

aliens/afraid/bridge 1, thought 6, caught 7

READ & PROMPT:

Students will whisper-read the text independently while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. This is the time to differentiate your instruction based on students' needs.

DISCUSSION PROMPTS:

Discuss the story using open-ended questions and focus on a comprehension strategy.

COMPREHENSION FOCUS: Prediction: What do you predict this story will be about?

COMPREHENSION FOCUS: Story Structure: What is the setting in this story?

STRATEGY INSTRUCTION:

Choose 1 or 2 reading strategies to teach and practice. Use the Strategy Instruction fans to help you teach the skill. Choose the strategy based on your anecdotal notes from the students' reading.

WORD WORK INSTRUCTION: Choose one or both Word Work activities to complete.

BOX-ITS

MAKE-ITS

OPTIONAL GUIDED WRITING:

Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes.

👉 You need the Box-Its workmat with 5 boxes.

1 frost

2 clasp

3 trust

4 grasp

5 crisp

Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson.

👉 You need the Make-Its workmat and the recording sheet with the large letters.

1 blast

2 blimp

3 crimp

4 cramp

5 stamp

6 stump

If time allows, ask students to write about the events in the story. Ask the students to write about the beginning, middle, and end of the story. Have students turn and talk to a partner to orally summarize the story prior to writing the summary.

👉 Active Re-Reading w/ Strategy Prompting

👉 Discussion Prompts

👉 Strategy Instruction

👉 Sentence Dictation

👉 Guided Writing (if time allows)

DAY 3

GUIDED WRITING:

1 Use the Compare and Contrast venn diagram explosion book to compare The Three Little Aliens to The Three Billy Goats Gruff. Have the students compare and contrast these two stories.

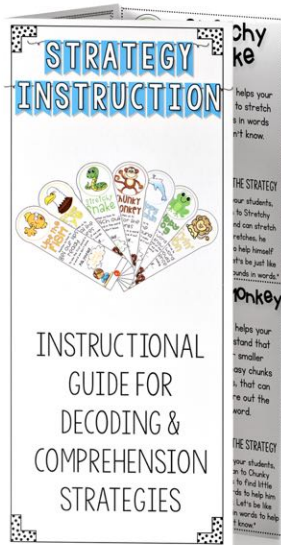
2 {Additional Activity} Answer the text-dependent questions.

Day 3

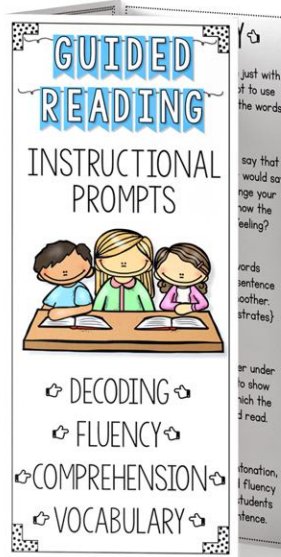
Guided Writing

INSTRUCTIONAL TRIFOLDS

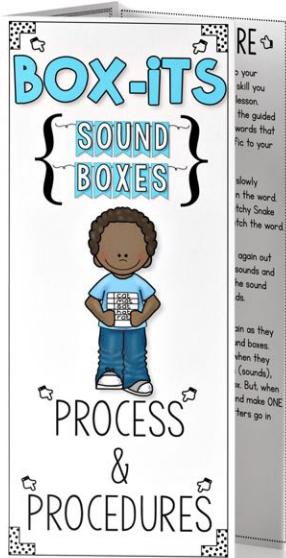
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



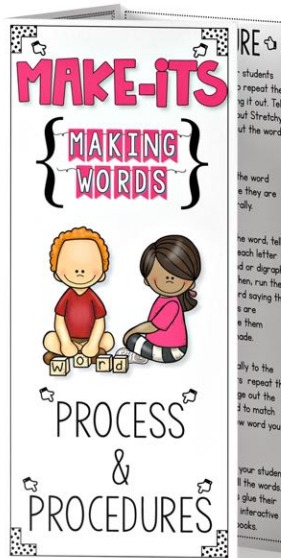
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



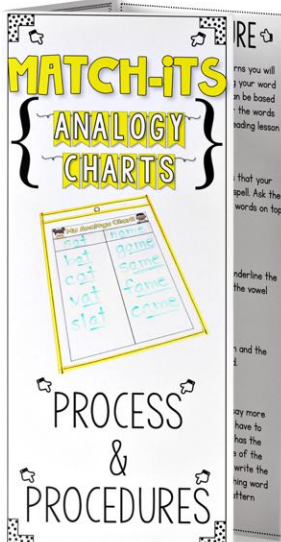
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



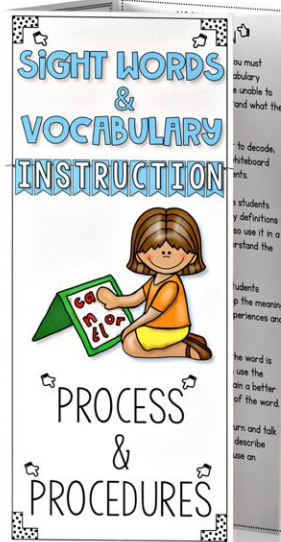
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



Make-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for conducting a Making Words activity.



Match-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Analogy Charts during word study.



Sight Words & Vocabulary Instructional Trifold provides the teacher with step-by-step lesson procedures sight word instruction and vocabulary acquisition.

STRATEGY FANS

These Strategy Fans will give your students the support they need as they begin to learn and use their decoding and comprehension strategies while they read.



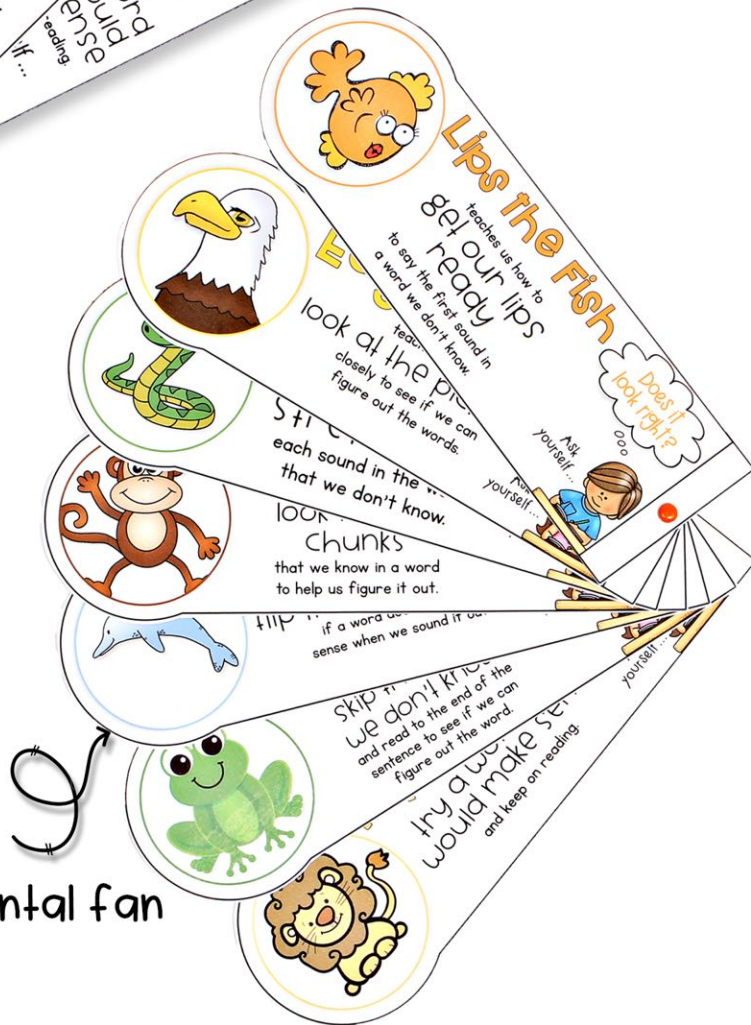
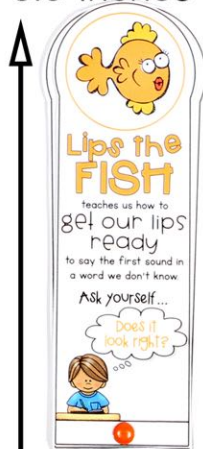
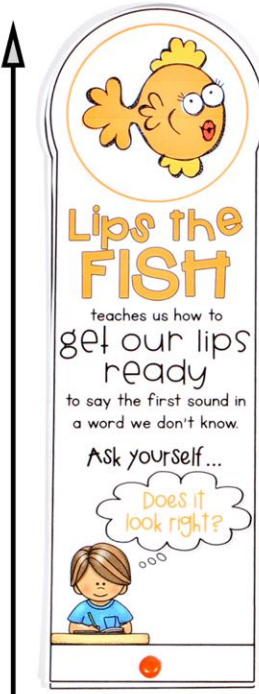
vertical fan

paper fastener

10 inches tall

If you print 2-sets to a page, they will print smaller

6.5 inches tall



horizontal fan

INTERACTIVE NOTEBOOKS

NOT ALL SHOWN

Directions: Read the story *Mom's Birthday Treat*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Mom's Birthday Treat

BEGINNING



Write-ITS

First, cut out the whole rectangle. Then, cut straight across the dotted lines and stop at the solid line. Last, write about the story under the flaps. Follow the sentence frame to write about what the little boy in the story wanted.

MOM'S BIRTHDAY TREAT

SOMEBODY

WANTED

BUT

SO

THEN

Directions: Read the story *Ready to Quit*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Ready to Quit

BEGINNING



MIDDLE



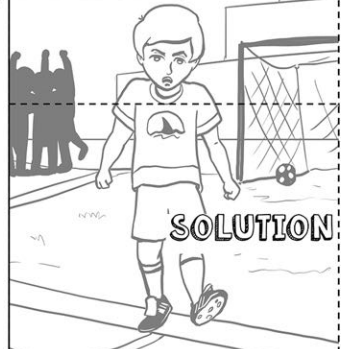
END

Directions: Read the story *Ready to Quit*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

READY TO QUIT



PROBLEM



SOLUTION

Write-ITS

Directions: Read the book *Let's Visit the Lighthouse*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

LET'S VISIT THE LIGHTHOUSE

BIG IDEA

FACT

FACT

FACT



Interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Directions: Read the book. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Thinking Within the Text

Look at the text in the story. How do you feel about the author's information?

Why is this information important to you?

Write your answers. How can you use this text to answer questions?

Nonfiction TDGs

Directions: Read the text book. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Thinking About the Text

How do you feel about the author's information?

What do you think the author wants to do with this information?

What do you think the author wants to do with this information?

Nonfiction TDGs

Directions: Read the book. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap, answer the questions based on the text.

Thinking Beyond the Text

What is one of the most important ideas in this text?

What did you learn that was new information to you?

Can you think of another book that is similar to this one? If so, how are they similar?

Nonfiction TDGs

Write-ITS

HERD

FACT



Thinking Within the Text

Nonfiction TDGs

Thinking About the Text

How do you feel about the author's information?

Fiction TDGs

Thinking Beyond the Text

What can you infer about the main character? Provide evidence from the story.

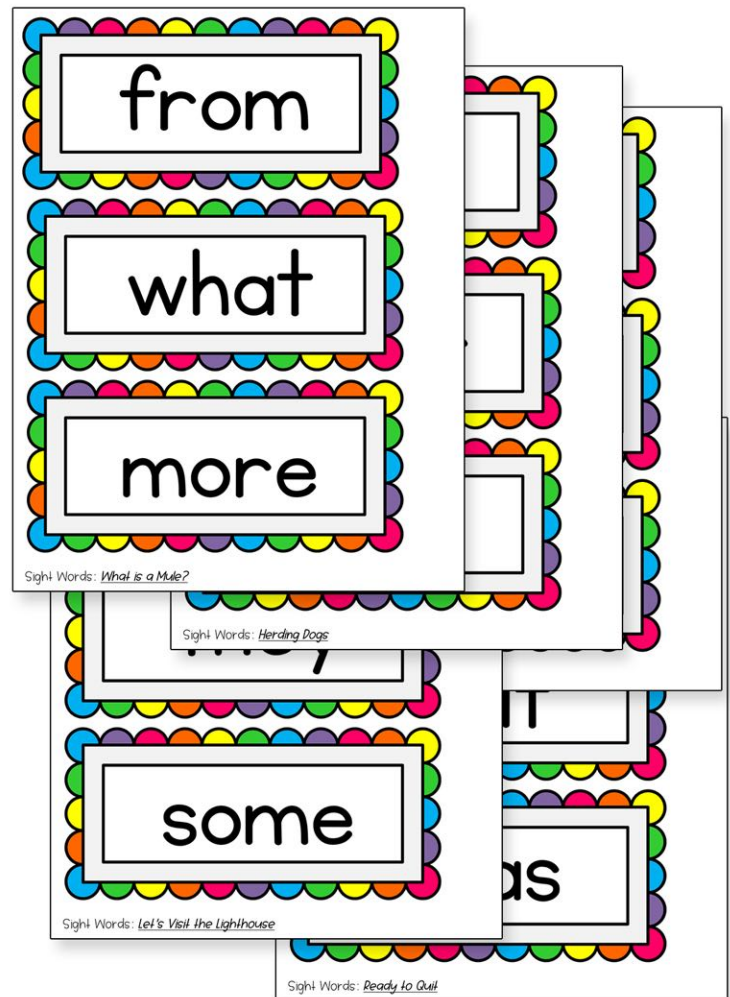
Fiction TDGs

Write-ITS

Sight Words

Each book within the unit expects you to teach 3 sight words. The sight words can be found in each book. I have included a Sight Word Progress Monitoring List and Sight Word cards to display after teaching the sight words for each book.

Guided Reading – Sight Word Progress Monitoring [Level D]										
Student Names: <i>J</i>										
<i>Ready to Quit</i>										
ready										
but										
was										
<i>Mom's Birthday Treat</i>										
who										
you										
all										
<i>The Kwanzaa Dress</i>										
she										
your										
will										
<i>Let's Visit the Lighthouse</i>										
have										
they										
some										
<i>Herding Dogs</i>										
are										
their										
do										
<i>What is a Mule?</i>										
from										
what										
more										



WORD WORK RESOURCES

Follow the process and procedures in the Instructional Trifolds to help guide your Word Work Lessons.

BOX-ITS
SOUND BOXES

PROCESS & PROCEDURES

RE →

→ your skill you lesson. the guided words that tie to your

slowly n the word fchy Snake fth the word

again out sounds and he sound ds.

in as they nd boxes when they (sounds), e. But, when nd make ONE here go in

MAKE-ITS
MAKING WORDS

PROCESS & PROCEDURES

RE →

students repeat the spell out. Tall out Stretch: ut the word

the word e they are ally.

ne word, tall each letter id or digraph) hen, run their saying the s one e them ode.

ally to the s repeat the ge out the f to match w word you

your students ll the words glue their interactive ooks.



MATCH-ITS
ANALOGY CHARTS

PROCESS & PROCEDURES

RE →

ms you will y your word n be based n the words oading lesson

that your spell. Ask the words on top

nderline the the vowel

and the

ay more have to has the s of the writes the ting word itters

BOX-ITS

NAME: _____
MAKE-ITS Mom's Birthday Treat

h	o	s
p	t	c
n	a	i
b	e	d

1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____

MAKE-ITS:

h	p	t	c	p	t	c
n	a	i	n	a	i	
b	e	d	b	e	d	

My Analogy Chart!

My Analogy Chart!

My Analogy Chart!

Text-Dependent Questions

The following pages are Text-Dependent Questions. I have given you FOUR different printing options for the TDQs.

Directions: Read the story *Mom's Birthday Treat*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the middle strip to your notebook. Answer each question and write the answer under each flap.

What kind of treat does mom like to have on her birthday?	MOM'S BIRTHDAY TREAT	What do they do right before giving mom her pie?
What type of pie does mom like?		What do they do after they cut the pie?
What part of the pie do they make first?		Why does the author say "Her smile was sweet as pie"?

Interactive Notebook Activity with Text-Dependent Questions

DISCUSSION CARDS

What kind of treat does mom like to have on her birthday?	What do they do right before giving mom her pie?
What type of pie does mom like?	What do they do after they cut the pie?
What part of the pie do they make first?	Why does the author say "Her smile was sweet as pie"?

Text-Dependent Question Discussion Cards
Cut out and laminate. Adhere the cards to popsicle sticks.

Directions: Read the story *Mom's Birthday Treat*. Cut out the strips below. Glue the strip into your notebook at the top of the page. Answer the question about the story. Write your answer in a complete sentence. Reread your sentence(s) to make sure it makes sense, sounds right, and you have correct punctuation.

What kind of treat does mom like to have on her birthday?
What type of pie does mom like?
What part of the pie do they make first?
What do they do right before giving mom her pie?
What do they do after they cut the pie?
Why does the author say "Her smile was sweet as pie"?

Text-Dependent Question Strips
Students cut strips, glue to notebook, and answer the questions on the lines in their notebooks.

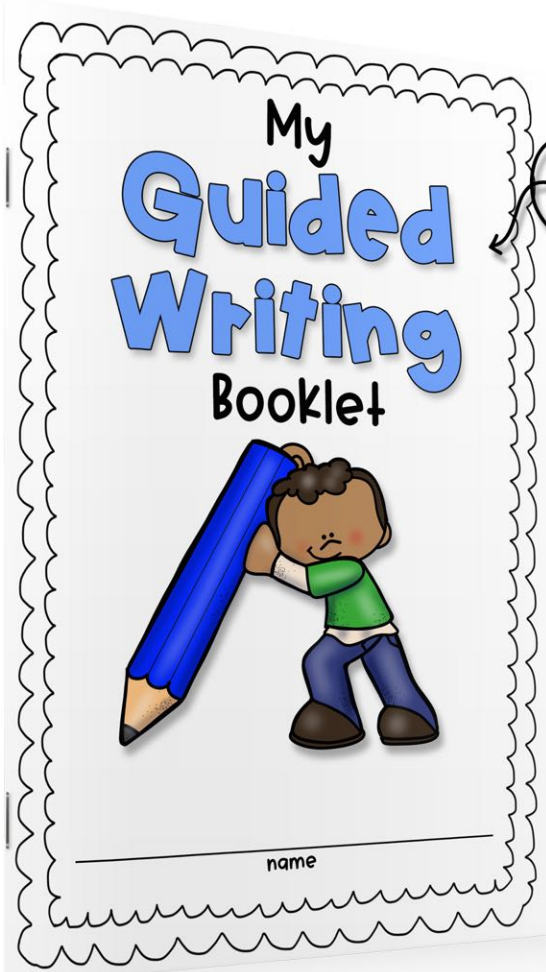
Directions: Read the story *Mom's Birthday Treat*. Cut out the strips below. Glue the strip into your notebook at the top of the page. Answer the question about the story. Write your answer in a complete sentence. Reread your sentence(s) to make sure it makes sense, sounds right, and you have correct punctuation.

What kind of treat does mom like to have on her birthday?
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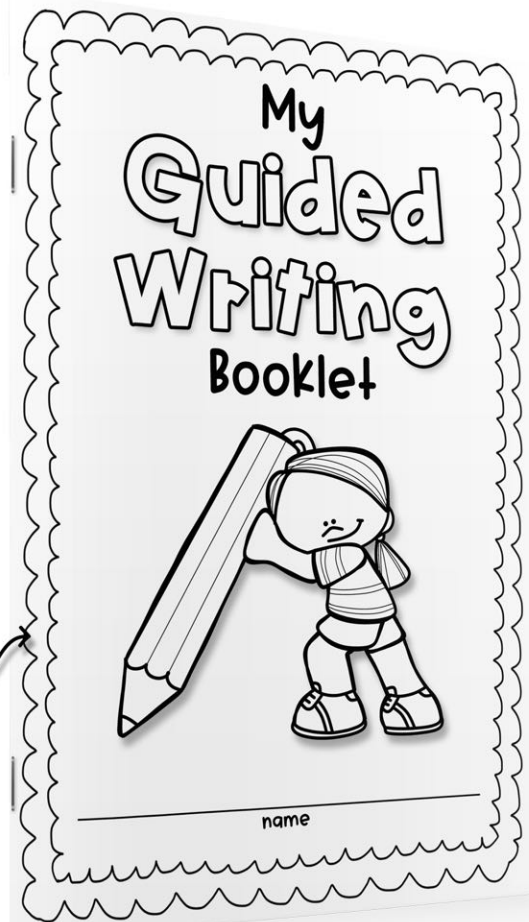
Text-Dependent Question Strips (all the same question)
Use these strips if you want your students to only answer one or more of the TDQs.

GUIDED WRITING

These Guided Writing Booklets provide a place for your students to respond to the books they are reading. They can also be used for the sentence dictation practice that the students will do while working through Reading Levels D-G.



full color
booklet covers



black and white
booklet covers