



USA Sunshine Classics Skills Chart

Grade 1



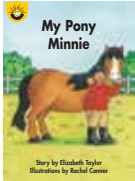



Book	High-frequency words	Vocab/Grammar	Phonics	Comprehension	Themes
Level D					
<p>I'm Brave Sometimes it's the little things we are scared of.</p> <p>Story by Patricia Covenright Illustrations by Susan Masley</p>	of	Contractions – <i>I'm, I am, don't, do not</i>	fuzzy, buzzy rhymes, discuss meaning	What makes you feel scared? page 8 How would you say the word in speech bubble? Why? Is girl still feeling brave?	feelings
<p>Come and Play, Sarah School children offer to play with a new girl called Sarah, who is blind.</p> <p>Story by Karen Anderson Illustrations by Ann Davis</p>	with, yes	List the words from the story that would fit into a games category	Blend sounds to make <i>pl-ay, j-ump</i>	Note other games you would invite a new or blind person to join. From the illustrations, how would you describe Sarah?	games
<p>Who Will Win the Race? Guess which animal will win the race.</p> <p>Story by Ann Wilson Illustrations by Neil Sims</p>	will, who, too, all	Sort the animals into fast and slow. Say why the words are in bold in the story.	Blend sounds to make <i>sl-ow, f-a-s-t</i>	How does Tortoise manage to win the race? Retell the story to show understanding of central message	animal traditional story
<p>What Would You Like? Would you like to eat a worm, a mouse or peanut butter?</p> <p>Story by Joy Cowley Illustrations by Aislinn MacGinnis</p>	what, like, no, yes	<i>Would</i> – make <i>sh-ould, c-ould</i>	make -ike word family (<i>like, bike, hike</i>) Rhyming with no words – <i>no, go, toe, show</i>	Make sentences Using capital, period, question mark	food
<p>The Speed Boat See what happens when a speedboat driver forgets to look out.</p> <p>Story by Alison Cutting Illustrations by Jennifer Cooper</p>	went, out	Meaning of words in bold print – what did driver need to look out for?	-er, -or, verb to noun <i>row, rower; sail, sailor; dive, diver; swim, swimmer</i>	Retell the story in order.	water sports
<p>Going to the Vet What do you think is the best way to take a pet to the vet?</p> <p>Story by Jennifer Bock Illustrations by Kaitie Spate</p>	how, her, going	<i>I'd, I had</i> (contraction)	Verb tenses – <i>take, took, had taken</i>	Use illustrations to identify who is telling the story on each page.	pets
<p>The Gingerbread Men Children make and eat yummy cookies.</p> <p>Story by Judy Ling Illustrations by Marquita</p>	them, give, take, put, then	What word on page 8 tells you they enjoyed the cookies? How would you say it? Why? (bold print and exclamation mark)	Consonant digraph /th/ two letters make one sound – <i>the, them, then</i>	Retell the steps of making and eating cookies in order of the story.	baking


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	Who is the Tallest? The animals measure themselves to see who is the tallest.	of, all	Meaning of question word <i>who</i> ?	-er, -est, comparisons, <i>tall, taller, tallest</i>	In groups of three, act out who is tall, taller, tallest	measurement
	I Like Worms The hen enjoys a diet of all sorts of worms.	like, good,	Adjectives – color words	Rhyming words – <i>pies/fries; jug/mug; tea/me</i>	Insert punctuation in a list – commas page 4 Read the list with pauses and without to hear the difference in meaning	food/ animals
	Bread The twins share bread on the way home.	of, some	Understand question word <i>where</i> ? Notice rhyme with <i>here, there</i>	Make words with blend br- <i>br-eat, br-own, br-eak, br-other</i>	Make sentences using end punctuation . ! ? Find clues in pictures of where bread is going next.	being helpful
	Rosie, the Nosy Goat Rosie tries to eat everything, even a bucket!	our, ate, eat	Opposites – <i>go away, come here</i>	Ending –y (long e) <i>Rosie, nosy, laundry</i>	Possessive apostrophe' What did Rosie eat of Mom's and Dad's?	animals
	The Bulldozer See how a bulldozer moves logs	again	Opposites, – <i>on, off; up, down</i>	Match singular and plural nouns to verbs, <i>logs go, bulldozer goes</i>	Retell the order of the story showing the process needed for a bulldozer to move logs.	machinery
	In the Snow (NF) Children have fun in the snow on sleds.	again, walk	Read the words on page 8 using bold print and ! Compare to <i>The Speedboat</i>	Blend <i>sl-ed, sl-ide, sl-ow; sn-ow, sn-ap, sn-ug</i>	Identify the main topic and retell the key details of the text.	seasons
	Tools Can Help (NF) You will be surprised at the tools we use often.	with, out, will, are, our	Understand use of <i>can</i> in title and as a question word in text	Break <i>ham/mer, scis/sors, screw/dri/ver</i> into syllables NB each syllable has a vowel	What kind of text is this? How do you know? How do the pictures on page 8 help you understand the sentence?	science
	Dinosaur Times (NF) See how animals today are different to long ago	were, live	Past tense verb – <i>live, lived</i>	Make words ending with –and – <i>l-and, b-and, s-and</i>	Use illustrations and details in text to describe key ideas – dinosaur times vs today	history
	My Black Cat (NF) A girl looks after her cat.	my, likes, to, eat, black, play, with, in, on, me, the	Singular noun with matching verb form – <i>cat/likes cat/loves</i>	Letter blend / bl/ <i>black, blue, blink</i> Word family –ack <i>back, sack, tack</i>	Retell all the things the cat likes to do. Brainstorm important things to know when looking after a pet.	pets



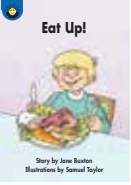



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 Trucks There are many different types of trucks	some, do, what	Meaning of carry; logging trucks carry logs; garbage trucks carry garbage	Make words with blend tr- <i>tr-uck, tr-am, tr-ain, tr-ip</i>	Distinguish shades of intensity in adjectives of size, <i>big, huge, enormous</i>	heavy transport vehicles
 Moving A family moves house	put, our, new	movers, moving	Make words ending in <i>-ing</i>	Identify the main topic and retell the key details of the text.	family

Level E

 Goldilocks A little girl finds a house with an open door.	open, were, just, then, of	Questions – <i>Who's?</i> Opposites – <i>big/little; soft/hard; hot/cold</i>	Contractions – <i>who's/who has; she's/she is; it's/it is</i>	Retell and act out the story in order. Discuss whether Goldilocks did the right thing.	fairy tales
 The Hare and the Tortoise Who would you expect to win the race?	let, by, just, good	win, won, winning	Word ending <i>-ing</i> – <i>winning, plodding, running</i> Discuss meaning of each word	Retell the story in order to confirm why a slow tortoise won the race.	fables
 Hello, Hello, Hello How many ways can you say Hello?	some, how, when	Meaning of Hello – why does <i>hello</i> have speech marks around it on some pages and not on others?	Digraph sh-, <i>shake</i> , (Rhymes with make) <i>she, shoe</i>	Read the speech bubbles on each page. Why are there none on page 4-5? What other greetings do you know?	greetings
 My Pony Minnie A girl describes her pony.	has, an, black, white	Number words Adjectives/nouns (<i>soft/hay</i>)	Final <i>-e</i> long vowel – <i>pon-y, Minn-ie</i>	Shaped, underlined, bold text helps meaning	ponies
 Don't You Laugh at Me! Each animal can't stop laughing, so the next animal eats it.	stop, him, her	Contractions – <i>can't/cannot; don't/do not; I'll/I will</i> Discuss the use of contractions	gh sounds like /f/ – <i>laugh, laughing</i>	Retell the story in order and discuss the humorous ending.	humor
 Going to Lucy's House Hannah imagines all the ways she could get to Lucy's house.	over, walk, just, has, of	Contraction <i>don't</i> – do not opposite of do	Possessive apostrophe – <i>Lucy's</i> Capital letters for names – <i>Hannah, Lucy, Mom</i>	Retell the story naming all the things in Hannah's thought bubbles.	imagination





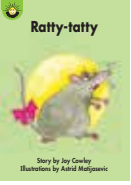

	Book	High-frequency words	Vocab/Grammar	Phonics	Comprehension	Themes
	Me and My Dog A girl describes the things she can do with her dog.	has, over, just, me, of	Prepositions – opposites (<i>under/over; into/out</i>)	Letter blend cl- <i>climb, clown, clock</i>	Bold type and shaped words for emphasis, act out	movement
	The Wind Blows Strong A girl listens to the noises made by a strong wind.	too	Match the verb make/s with the correct singular or plural noun – <i>the windmill makes, leaves make</i>	Make words with letter blend cr- <i>creak, crash, crackle</i>	Onomatopoeia – listen to and say the words that sound like the actual sound, <i>ting, ting</i> sounds like a bell ringing. Look for the words in the pictures. What causes all these sounds?	sound words
	Building Things (NF) Animals and people are builders.	too	Plurals – <i>bird/s, beaver/s, ant/s</i>	Sound the word <i>b-est</i> . Make words that rhyme with <i>nest</i>	Identify the main topic and relate story to things you have built or seen built.	science
	Is it Floating? (NF) Find out what things will float.	has, yes	Look at the word <i>sunk</i> (past tense of <i>sink</i>) Discuss meaning of <i>sinking, sinker</i>	Letter blend fl- <i>float, floating, floats, floated, fly</i>	What kind of text is this? How do you know? Read the speech bubbles and captions. How do you know if something will float?	science
	Engines (NF) Different engines help us move.	an, has, this, have	Discuss meaning of and then break into syllables – <i>engine, electric, modern</i>	Make words with blend sm- <i>small</i>	Distinguish shades of intensity in adjectives describing engines – <i>very big, small, fast, strong</i>	transport
	Food (NF) Where does our food come from?	from, give, of, some	Use commas to separate single words in a series page 3	Letter blend gr- <i>grow, grown, grass, green</i>	Notice and discuss non-fiction text features of contents page, headings, labels, captions	food
	Summer (NF) What can you do in summer?	by, what, they, do	Page 4 meaning of <i>fountain</i> from sentence context and picture. Rhymes with <i>mountain</i> .	Digraph ch- <i>children, watch, branches</i> Blend <i>squ-irt, squ-eeze, squ-ash</i>	What kind of text is this? How do you know? Relate to things you can do in summer	seasons
	What's Inside? (NF) Look inside buildings and vehicles	an, from, live	Contraction – <i>what's, what is?</i>	Make words with blend cr- <i>cr-ew</i> (rhymes with new), <i>cr-owd, cr-eam, cr-EEK</i>	Discuss text feature of labels. Notice both the submarine and oil tanker have labels for crew. What is the meaning of <i>crew</i> ?	science


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	Bigger or Smaller? (NF) Can you tell which is bigger or smaller?	an, of, how, yes	<i>Big, bigger, biggest</i> – meaning of each. In groups of three, see who is <i>tall, taller, tallest</i>	Letter blend bl- <i>blue, black, blink</i>	Practice asking and answering questions	science
	What Do You Think I Am? (NF) Guess the animal from the small part revealed.	know, live, think, of, an, fly	Discuss meaning of and break into syllables – <i>jun/gle</i>	Letter blends – sl- <i>slither, slide</i> , sw- <i>swing, swim</i>	Use non-fiction text features – Table of Contents, captions, labels, headings and Index. Discuss how they help to know what the book is about and to find specific information.	science
Level F						
	Aunty Maria and the Cat Aunty Maria doesn't like cats.	her, when	Past tense – <i>look, looked; take, took; get, got; yell, yelled</i>	Make words from word family –at Contractions <i>don't/do not</i>	Read pages 10-15 bold print (emphasis) and pause at ellipsis for expectation.	families/ pets
	Speak Up! The animals help the spider get closer to the giraffe.	ask, there	Contractions – <i>what's/what is; can't/cannot</i> Why do we have contractions?	Letter blend sp- <i>speak, spider, spot, spin</i>	Retell the story in order. Notice size of print, exclamation points and bold print. How does this help with understanding the story?	animals
	Scit, Scat, Scaredy Cat! The animals are all scared of something.	old, fly, black, brown	Alliteration – in title page 6 <i>big brown bear</i> ; page 10 <i>crick, crock crocodile</i>	Letter blend sc- <i>scit, scat, scared, scarf, scary, scaredy, scowl</i> Find rhyming words <i>cat/scat; scowl/owl</i>	Retell the story in order. Mime a snake slithering, Hear the repetition of vowel sounds (assonance) <i>rumble, jungle; scowl brown owl</i>	animals
	Come for a Swim! The children get Dad and Mom to come for a swim.	put, her, were, over, after, then, had, him	Past tense – <i>yelled, called, laughed, tipped, got</i>	Make words from word family -ad	Page 12: What did Mom mean when she said “You wait, I’ll get you”?	families
	Carrots, Peas, and Beans The children play a trick on their father.	them, when, put, his, her	Discuss why there are commas in title. How do we read a comma? (pause)	Long e sound ea <i>eat, peas, beans</i>	Sequence – tell the story in order	humor

	Book	High-frequency words	Vocab/Grammar	Phonics	Comprehension	Themes
	Just Right! A girl concludes that she is the right size for everything she needs to do.	just, were, as, them, open	Distinguish shades of size – <i>tiny, big, too big, small, too small, smaller, bigger, enormous, just right</i>	Silent gh – <i>right, night, tight, sight</i>	Discuss similes comparisons – <i>as small as a...</i> Make a sentence a simile	size
	The Cooking Pot The children enjoy eating different food.	thank, have, will	Rhyming words – <i>spot, pot, got, hot, a lot</i> Capital letter for names <i>Mrs. Spot</i> Abbreviation <i>Mrs.</i>	Sound the words <i>c-or-n, sp-o-t, h-a-ve, c-oo-k.</i> Digraph /th/ <i>thanks, thought, through</i>	Make a question sentence using structure from the story – <i>What else...? Is it....?</i>	food
	Dad's Headache When Dad gets a headache, the children try to make him feel better.	had, him, let, walk, some, stop	Contractions – <i>who's/who is; that's/that is</i>	Break words into syllables <i>bet/ter, din/ner, fun/ny, break/ fast, head/ache</i> <i>ch</i> sounds like /k/	Retell all the ideas in the story and especially the one that worked. Discuss why it worked and why most of the ideas didn't make Dad feel better.	families
	Eat Up! The family give Dad reasons to eat his dinner.	eat, say, will, get, into, so, what, will, like	Future tense will – <i>will get, will turn into, will be able to</i>	Break words into syllables – <i>Grand/ma, sis/ter, broth/er, din/ner, spin/ach, car/rots</i>	What kind of text is this? How do you know? What is the main idea?	food/ families
	A Name Garden (NF) Use seeds to plant your name.	then, every, some, of	Need – Discuss meaning and what is <i>needed</i> . Why are they in a box?	Letter blend sl- <i>slices, slip, slop</i> Word family -ame <i>name, game, fame</i>	Retell the story in order to show the steps needed. What kind of text is this? How do you know?	seeds
	Animal Inventions (NF) People imitate what animals do.	let, as, under	<i>Per-i-scope</i> Say the word and discuss meaning. Match the animal with the submarine.	Letter blend fr- <i>frog, fright, fridge</i>	Use the non-fiction text features – Table of Contents, headings and Index. Discuss how they help to know what the book is about and to find specific information.	adaptation
	How Spiders Live (NF) Find out ways spiders find food and protect themselves.	how, by, after, them, live, some, of, from	Discuss meaning and blend syllables – <i>cam/ou/flage</i>	Find words that end in -ell – <i>well, bell, sell, fell, shell</i>	What kind of text is this? How do you know? What is the main idea?	spiders
	What Comes From a Cow? (NF) We like to eat food from a cow.	from, give, every, put	Present tense – <i>eat, comes, put</i>	Word family -eat <i>eat, treat, meat, seat, feat</i>	Use non-fiction text features – Table of Contents, insets, labels, headings and Index. Discuss how they help to know what the book is about and to find specific information.	animals

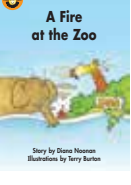

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	Are You a Ladybug? (NF) The ladybug is different to the other insects.	walk, fly	Contractions and opposites – <i>can, can't, cannot; have, don't have, do not have</i>	Letter blends sn- <i>snail, snip, snap</i> pr- <i>pretty, praying mantis, present</i>	Use the non-fiction text features – Table of Contents and Index Discuss how they help to know what the book is about and to find specific information.	gardens
	The Sweater (NF) The story of where a sweater comes from.	put, then, by, has, from, thank, every, of	Contractions – <i>doesn't/does not; hasn't/has not</i>	Digraph sh- Meaning of base word <i>shear</i> – <i>shorn, shearing, shearer</i>	Retell the steps from a sheep to a sweater.	wool
	Make a "Talking" Card (NF) Follow the instructions to make a card.	open, put, of, from, again	Future tense will – <i>will need, will move, will open</i>	Long a vowel sound – <i>shape, make, way, paper</i>	Retell the steps to make a card. Why is it called a talking card? What kind of text is this? How do you know?	craft
Level G						
	Duck and Hen Good friends do most things together.	were, over, let, how, then, of, ask	Discuss meaning of <i>most things, everything</i>	Letter blends – <i>scr- scratch, spl- spluttered, splash</i>	What things could the two friends do and not do together? Relate to what you do with your friends.	kindness
	Red Socks and Yellow Socks The characters have great difficulty sorting out a problem with their socks.	had, them	Past tense – <i>wash/ed, wear/wore, hang/hung</i>	Make words with letter blend sw-	Retell the story, find out why they couldn't match their socks.	humor
	Night Noises A boy tells of the noises he hears at night.	every, them, him	Alliteration – Title – <i>Night noises</i> , page 12 Bold print – read aloud – Is the boy scared? Why?	Make words using letter blend sn-	Read the sound words in the pictures. Relate to sounds you hear at night. Compare to <i>The Wind Blows Strong</i>	sounds
	Old Malolo Had a Farm Based on Old MacDonald song.	old, had, some	Match the animals with their sounds – <i>parrot squawks</i> Make the sound words	Make words with ar sound – <i>farm, car, barn</i>	Sing the words of the story to the tune of Old MacDonald. How is old Malolo different? (Female farmer in a south Pacific Island)	fairy story
	Quiet in the Library! Who is making a noise in the library?	just, of, came, was	Meaning of <i>clapped</i> and <i>cheered</i> . Why did the animals say <i>Quiet</i> ?	Make words with letter blend sl-	Read the bold print sound words for all the different animals. Feel the rhythm and rhyme and the sound the animals make.	humor





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	Jack and the Beanstalk Jack plants some magic beans and saves a golden hen.	live, had, him, her, when, from, let, his, some, of	Meaning of <i>beanstalk</i> and <i>Fee fi fo fum!</i>	Soft /g/ – <i>giant, cage</i> Blend the sounds in <i>cage, save, then</i>	How did Jack save the hen? Retell the story.	fairy tale
	The Gingerbread Man A cheeky fox tricked the Gingerbread Man.	once, him, then, open, stop, after, his, of, as	Discuss meaning of <i>after, across</i> . Practice saying the rhyme on page 6 <i>Run, run, as fast as...</i>	Silent b – <i>climb</i> <i>Don't/do not</i> Possessive <i>fox's</i> – belongs to fox	What kind of text is this? How do you know?	fairy tale
	You Did It! In life we practice things until we can do them.	were, walk, then, put, every, when	Meaning of <i>learning, trying, learned, back to front, inside out</i> . We learn from our mistakes.	Past tense – <i>keep/kept, learn/learned, dress/dressed</i>	Retell the story in order of the achievements year by year.	achievement
	Trash Find out how the animals fixed the trash problem at the zoo.	when, how, think, know, some	Contractions – <i>you're/you are; we've/we have; it's/it is; don't/do not; can't/cannot; you're/you are</i>	Short a vowel sound – <i>trash, mad, back, camel, matter</i>	Notice the metaphors used with each animal, giraffe – pain in the neck	science
	Earth and Moon (NF) Find out why the sky is blue on Earth and other interesting facts.	round, live, has, of	Make words from base word light – <i>daylight, moonlight,</i>	Digraph wh – <i>what, why</i>	Use the non-fiction text features – Table of Contents, headings and Index – Discuss how they help to know what the book is about and to find specific information.	science
	What Makes Light? (NF) Learn all about light and where it comes from.	from, when, any, how	Discuss meaning and blend syllables – <i>el/ec/tric/i/ty</i>	Verbs – <i>make/s, light/s, use/s, come/s</i>	Use the non-fiction text features of an index. Discuss how it helps to find specific information.	science
	The Hermit Crab (NF) The hermit crab must find a new shell.	live, has, some, may, just	Discuss meaning of <i>hermit, safe and empty</i> in relation to a new shell/home for the hermit crab on page 14.	Word families – <i>-ay, may, way, day, say; -ight, tight, right, night</i>	Use the non-fiction text features – Table of Contents, headings and glossary. Discuss how they help to know what the book is about and to find specific information.	rock pools
	Magnets (NF) Magnets are used everywhere.	them, some, has, stop, from, of	Every syllable must have a vowel. Break words into syllables – <i>mag/net, spe/cial, a/way, with/out, met/al</i>	Making adjectives – <i>north, northern; south, southern; magnet, magnetic; visible, invisible (opposites)</i>	What kind of text is this? How do you know?	science

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	Camouflage (NF) Different animals use color and shape to hide.	just, what, do, they	What does <i>camouflage</i> mean?	Make words from word family -ee	Which animals are the best at hiding in their surroundings? Why?	adaptation
	Animals Near Our House (NF) Do these animals live near your house?	them, live, by, as, fly	Make plurals – <i>berry/berries; snail/s; insect/s; sparrow/s; hedgehog/s</i> Match the animals with the places they live – <i>rat/tree; snail/under hedge; spider/web on fence</i>	Say the word <i>fence</i> . Notice the c has an /s/ sound. Say the word <i>crumbs</i> . Notice the silent b. Say the word <i>sil/ver/y</i> . Notice how it sounds smooth like the snail's silver night trail. Make and blend words from word family -ail; <i>sn-ail, tr-ail, t-ail, p-ail, r-ail, h-ail, n-ail, s-ail, t-ail</i>	Identify the main topic of the story and retell the key details.	science, animals
	Why Cry? (NF) We cry for many reasons. What makes you cry?	when, over, some, of, how	Word family -ink <i>blink, wink</i> Discuss the difference in meaning between blink and wink.	Letter blends cr- <i>cry, cries, crying</i> dr- <i>drain, dry, drip, drop</i>	Discuss all the different things that make people cry, – happy, sad, hurt, worry. Relate to times you have cried.	eyes
Level H						
	Just This Once A girl bullies her parents into letting her hippopotamus join in.	take, just, once, them, ask	Discuss meaning of <i>ignore</i> and break into syllables (rhymes with <i>store</i>)	Ow vowel sound – <i>howled, down, town, owl</i>	Retell all the things hippo did “Just this once”.	families
	Ratty-tatty A clever rat always escapes being caught.	could, put, some, her, had	Match opposites – <i>could/couldn't, did/didn't, do/don't, good/no good</i>	Short i sound – <i>sniffed, big, is, if, didn't, will</i> Assonance in rhyme title – <i>Ratty-tatty</i>	Identify the author and illustrator and their roles. Retell how Ratty-tatty stole the egg, fish and cheese.	humor
	The Green Dragon The dragon doesn't take any notice of suggestions about covering up.	put, some, him, his	Meaning of <i>knight</i> – silent k – <i>know, kneel, knit</i>	Make words with letter blend dr-	Sequence the suggestions in the story. Note words in bold print.	sun safety

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	Richie, the Greedy Mouse Richie is very greedy and he eats so much he gets fat!	his, soon, what, good	Break into syllables and discuss meaning of <i>vanished</i> , <i>famished</i> , <i>greedy</i>	Rhyming words <i>treat/eat</i> , <i>famished/vanished</i> , <i>nose/rows</i>	Retell the story in order of what Richie eats. Discuss the ending. What does greedy mean?	food
	Birthdays Everyone in the story gets a present on birthdays.	brown, new	Blend syllables – <i>hap/py birth/day</i> , <i>min/ute</i> , <i>pup/py</i> , <i>jack/et</i>	Read the repetition and rhyming words If you... minute... in it	Predict what each present will be from the shape, then retell the story.	colors
	Tails Different animals tell what they use their tails for.	fly, him	Word ending -ing – <i>coming</i> , <i>helping</i> , <i>swimming</i> , <i>balancing</i> , <i>showing</i>	Make words with letter blends sw-, cl-	Why are some words in bold text? Read them with emphasis.	animals
	Old Grizzly Old Grizzly refuses invitations to play and so finds himself alone until two dogs come along.	old, by, just, his, give	Find rhyming words in story: <i>say</i> , <i>away</i> ; <i>bear</i> , <i>fair</i>	Why is the story called Old Grizzly? Make words with letter blend gr-	Retell the order of the story. What made Grizzly Bear happy? Distinguish shades of meaning – <i>mumbles</i> , <i>grumbles</i> , <i>grizzles</i> , <i>grumpy sigh</i>	humor
	Jim's Trumpet Some people find Jim's trumpet playing annoying.	his, then, stop, just, live, could, were, when, every, once	Possessive apostrophe – <i>Jim's trumpet</i> , <i>sister's place</i>	Contractions – <i>I'll/I will</i> , <i>isn't/ is not</i>	People sometimes change their minds like the two big people in the story. Have you had a similar situation?	fantasy
	The Roller Coaster Mom and Scott have different ideas about the roller coaster.	let, stop, came, what, will	Notice changes in placement and type of font and how it helps meaning of words like <i>fast</i> , <i>roller coaster</i> .	Make words with letter blends fl-, sl-	Retell the story in order recalling all the reasons why Mom didn't want to go on the roller coaster. See who loved it in the end and who felt sick.	at the funfair
	Little Puppy Rap A finger play and an interesting way for Mama to get the settee cleared.	were, old, just, could, an	Rhyming words to match numbers – <i>five</i> , <i>jive</i>	Words from –all word family – <i>mall</i> , <i>call</i> , <i>hall</i> , <i>ball</i>	Read and learn the finger play instructions. Read the rap and do the finger play at the same time.	numbers, counting down
	Letters for Mr. James The children send letters to Mr James to cheer him up.	any, ask, her, them, call, from	Discuss opposites and their meanings – <i>never/always</i> , <i>fat/thin</i> , <i>big/little</i> , <i>mailwoman/mailman</i>	Capitals for proper nouns <i>Mr. James</i> and <i>Mr.</i> has period (abbreviation for Mister)	Retell the story in order to find out who does the act of kindness. Can you think of anyone who might appreciate a letter from you?	kindness

	Book	High-frequency words	Vocab/Grammar	Phonics	Comprehension	Themes
	Dad and the Mosquito Dad goes to extraordinary lengths to catch a mozzie.	just, after, again, his, him, put, them, her, when, then, know, think	Past tense – <i>rip/ripped, creep/crept, watch/ed, pick/ed, miss/ed, hear/heard, think/thought</i>	Word family -ump <i>thump, jump, lump.</i> <i>Big, buzzy mosquito, buzzed</i> Sound word <i>mosquito</i>	What is the significance of SLAP in uppercase letters on page 10? Retell the story to note all the ways Dad tried to get the mosquito.	humor
	An Elephant for the Vacation Harold the elephant comes to spend the vacation.	an, from, his, after, him, let, when, of, take, every	Blend the syllables and discuss the meaning of – <i>el/e/phant, va/ca/tion, gar/age, out/side, prob/lems</i>	Make words from word family -ook	Revisit the story to review all the ideas (see thought bubble page 11) they had for Harold. What was the problem and the solution?	humor
	Magnifying (NF) Look at things in nature under a microscope.	how, put, over, every, when, them, some, of, has	Blend syllables and discuss meaning – <i>mic/ro/scope</i>	Make words with letter blend sw-	Use the non-fiction text features – Table of Contents, index, inset and captions. Discuss how they help to find specific information.	science
	Dinosaurs (NF) Learn about how dinosaurs lived long ago.	were, live, then, some, walk	Break into syllables and discuss meaning of <i>ex/tinct</i>	Long i sound – <i>dinosaur, died, like</i>	Identify the main topic of the story and list some types of dinosaurs – plant eater.	history
	Bones (NF) Skeletons and bones hold us and animals together.	some, old, had, again, after, has	Break into syllables the names of bones for the limbs – <i>fe/mur, fib/u/la</i>	Make words with letter blends sk-	Notice and discuss non-fiction text features of contents page, index, labels, headings and how they help with finding out information.	science
Level I						
	The Wicked Pirates A story about pirates and their battles.	over, as, his, stop, then, were	Blend the syllables – <i>wick/ed, pir/ates, treas/ure</i>	<i>Won't /will not swords</i> – silent w Find rhyming words in story	Sing the singing parts in the story. Retell how the wicked pirates got the treasure.	fantasy
	The Little Yellow Chicken The little chicken is having a party but his friends won't help.	his, him, stop, by, when, then, were, let, them, open	Rhyming refrain – repeat this – Hop it said the... Stop bugging me! Notice the clever use of word <i>hop</i> for <i>frog, buzz</i> for <i>bee</i> and <i>bugging</i> for <i>beetle</i>	Contractions – <i>we'll/we will; that's/that is</i>	Why did the yellow chicken disobey his grandmother? Retell the story to see how lazy the animals were. How did they make up for being lazy?	kindness

	Book	High-frequency words	Vocab/Grammar	Phonics	Comprehension	Themes
	The Giant's Stew The animals thought they might be put in the stew.	some, as, them, put, had, could, ask	Why were the animals happy that the giant only ate vegetables? What words did they use to describe the giant's carrot stew?	Digraph ch- <i>chop</i> Blend and break syllables in <i>squir/rel, sprin/kle</i>	Find the rhyming words in the song the giant sang <i>hot/pot</i> . Practice chanting the song with rhythm.	fantasy
	The Trouble with Heathrow Heathrow is a beloved pet, but he is naughty.	him, when, his, then, as	Discuss meaning of and syllables in: <i>sup/posed, Heath/row, Scoo/ter, an/y/way</i> . Notice capital letters for proper nouns <i>Heathrow, Scooter</i>	Make words from letter blend tr-	What type of text is this? How do you know? Retell the story to find out all the naughty things Heathrow likes to do.	pets
	My Sloppy Tiger A little girl encounters problems when she decides to take her sloppy tiger to town.	his, put, take, think, over, him, has, old, of	Make a list of words or phrases that tell that the tiger is untidy – <i>sloppy</i>	Make words from letter blend scr-	Use illustrations and details in the text to describe the characters in the story.	humor
	The Day the Gorilla Came to School Find out the top secret - who is dressed up like a gorilla?	her, had, put, some, them, then, his, just, how, know	Explain what the secret was. Read verbs in the past tense – <i>disappeared, raced, wondered, galloped</i>	Contractions: <i>you'd, isn't</i> Possessive apostrophe: <i>kids' room; teacher's knee</i>	What type of story is this? Explain the difference between books that give information and books that tell stories.	fantasy
	A Fire at the Zoo Some zoo animals try to put out a fire but do not succeed.	put, could, know	Match contractions to words	Match sound words to animals <i>splished and splashed</i> (peacocks)	Find the words that rhyme in the story. <i>out, shout; zoo, do</i> Read the repetitive parts.	humor
	Mishi-na A boy cares for his pet hen during spring and summer but in winter she disappears.	when, her, from, ask, has, them, were, every, put, then, had, his, of	Describe the character of Mishi-na	Make words from letter blends bl-, br-	Retell the story saying what is happening in the pictures for each season.	seasons/ pets
	Boggywooga When a space traveler arrives on a purple planet, she plays a monster at his own game.	walk, put, then, them	Match adjectives (comparatives) with nouns – <i>greater – yell, sharper – teeth, harder – stamp</i>	Isolate and pronounce all the sounds – <i>b/a/ck, m/a/ke f/a/ce</i>	Identify the author and illustrator and their roles. What type of text is this? How do you know?	fantasy
	In the Middle of the Night Farmers see an alien in the farmyard in the dark.	were, old, her, once, from, going, over, put, let, could	Describe what the monster really is.	Make words starting with st- <i>stars</i>	Use illustrations and details of the text to describe the characters in the story.	humor

	Book	High-frequency words	Vocab/Grammar	Phonics	Comprehension	Themes
	How Do Fish Live? (NF) Fish are cold-blooded animals. Find out how they breathe, how they swim, how they see and how they hear.	live, how, some, them, after, put, from, by, take, when, fly, then	Read pages 20/21. Describe the connection between the two pages of information.	Comparatives – <i>warmer, smaller, bigger</i> Superlatives – <i>largest</i>	Use illustrations to explain the key ideas. Write a paragraph to explain some differences between people and fish.	fish
	Seeds and Plants (NF) Find out how seeds become plants.	just, from, them, an	Break these words into syllables – <i>av/o/ca/do, co/co/nut, wat/er/mel/on</i>	Make words with letter blend pl- <i>plants</i>	What type of text is this? How do you know? Use the non-fiction text features – Table of Contents, headings and index. Discuss how they help to find and understand specific information.	science
	Exploring Space (NF) Discover what's in space.	how, walk, has, live, from	Blend and break into syllables – <i>as/tro/naut, space, plan/et, ven/us, sta/tion</i>	Digraph ph- <i>photograph, phone</i>	Use the non-fiction text features – Table of Contents, index and labels. Discuss how they help to find and understand specific information.	space, science
	Animal Fibers (NF) We use animal fibers to make clothes to keep us warm as well as lots of other things.	from, of, live, fly, walk	Discuss meaning and break into syllables– <i>an/i/mals, feath/ers, com/fort/ers</i> Base word eye – <i>eye-lashes, brows, lids</i>	Digraph sh- <i>sheep</i>	What type of text is this? How do you know? Use the non-fiction text features – Table of Contents, headings, index and labels. Discuss how they help to find specific information.	science
	Wonderful Ears (NF) Ears help animals to hunt for food and to protect themselves from danger.	any, them, has, an, by, from, how, some, know	Make a list of interesting words to describe the ears of different animals. Use some of them in a poem about “Eary Animals”.	Possessive apostrophe singular – <i>a dog's ears</i> Plurals – <i>birds' ears, a lot of animals' ears</i>	Notice and discuss non-fiction text features of Table of Contents, index, insets, diagrams, headings and labels. Discuss how they help to find specific information.	biology
	Warming Up! Cooling Off! (NF) It's amazing the way animals keep warm and cool.	how, live, when, from, them, put, her, let, some, of, has, over, open	List words that help to keep animals warm eg <i>feathers</i>	Make words starting with gl-	Notice and discuss non-fiction text features of of Table of Contents, index, labels. Discuss how they help to find specific information.	science
	Did You Know? (NF) Learn facts about animals and read the rhymes.	know, when, some, old, live, them	Learn a rhyme from the book about an animal and read it to the class.	Word family -ump <i>hump, jump, lump</i>	Notice and discuss non-fiction text features of of Table of Contents, index, labels. Discuss how they help to find specific information.	science



Book	High-frequency words	Vocab/Grammar	Phonics	Comprehension	Themes
Sweet or Sour? (NF) Learn about how your tongue tastes things.	some, when, an, think	Read the foods that are sweet, then sour and relate to the part of the tongue that does the tasting.	Silent u – <i>tongue</i>	Notice and discuss non-fiction text features of of Table of Contents, index, captions and labels. Discuss how they help to find specific information.	food