

I Did Not Give Up!

A Reading A-Z Level D Leveled Book
Word Count: 86

Connections

Writing and Art

Think about a time when you were not able to do something but you kept trying.

Draw a picture and write about it.

Math

Make a class list of three things each of you wants to learn how to do.

Vote on the one you want to learn the most.

Make a class graph to show how everyone voted.

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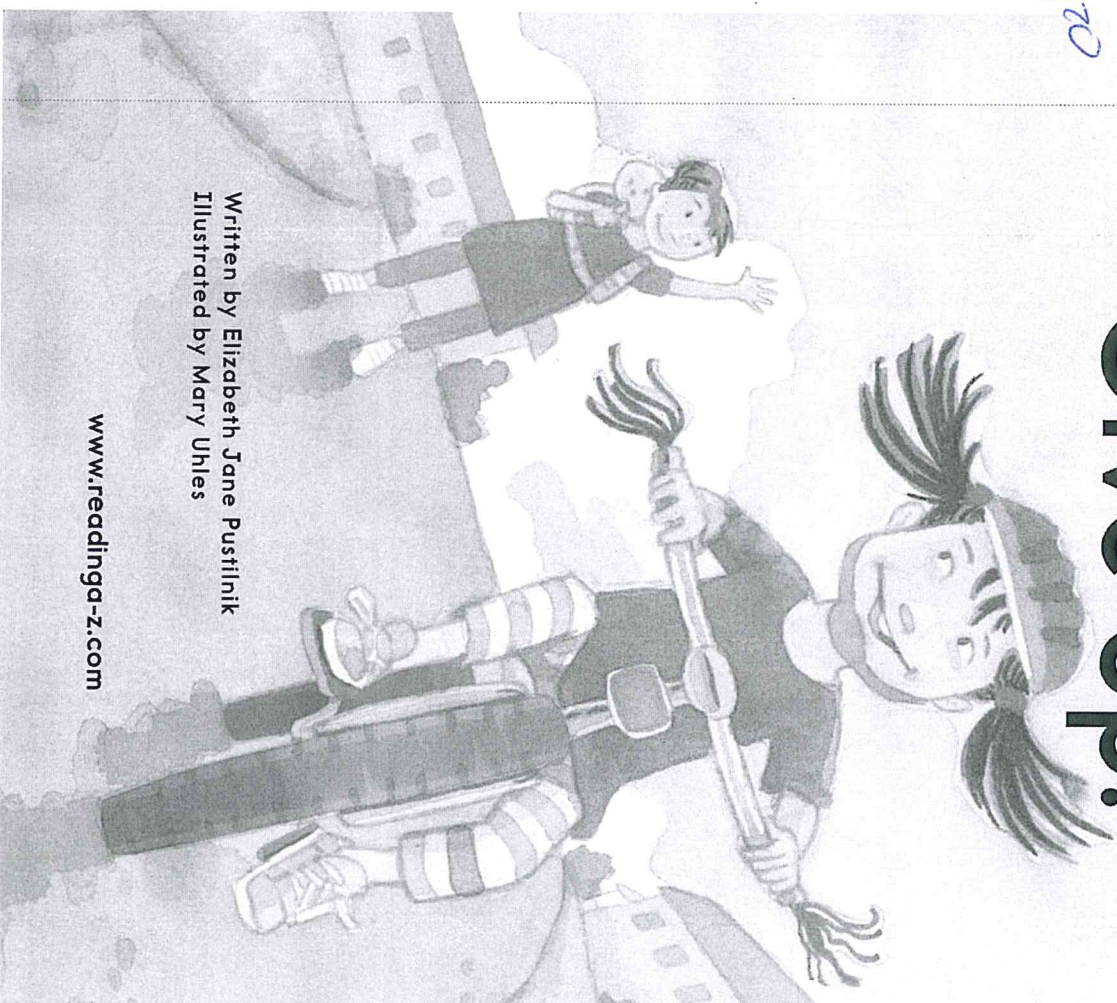
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Monday

3/16/20

LEVELED BOOK • D

I Did Not Give Up!



Written by Elizabeth Jane Pustilnik
Illustrated by Mary Uhles

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I Did Not Give Up!



Written by Elizabeth Jane Pustilnik

Illustrated by Mary Uhles

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Focus Question

What can happen if you do not give up?

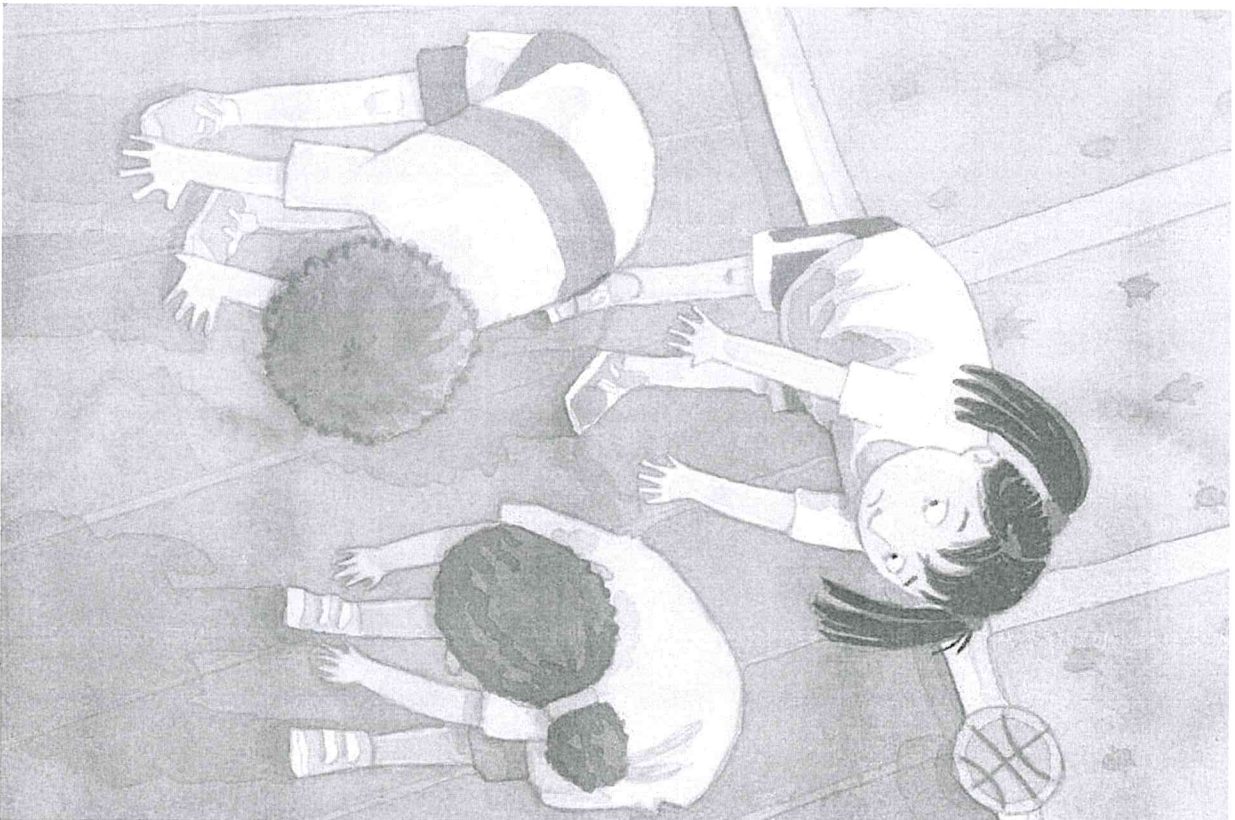
Words to Know

float keep
give up tie
important trying

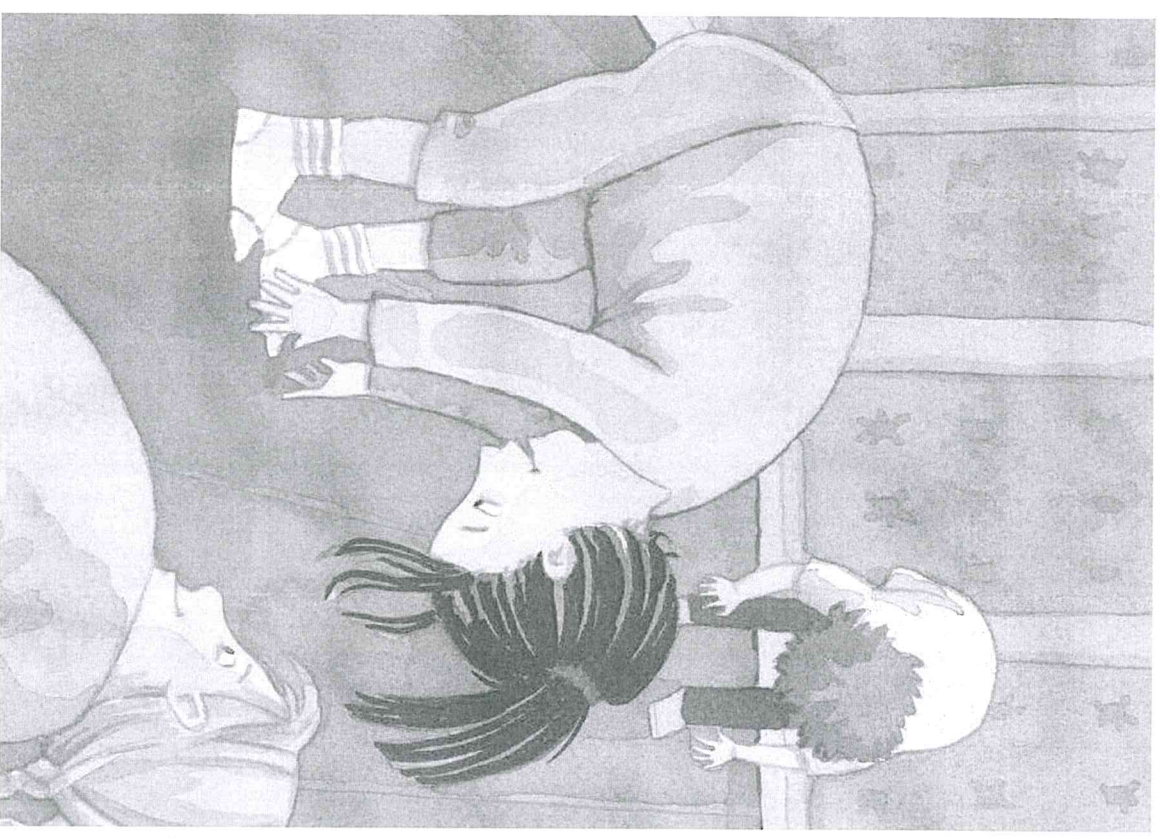
Correlation

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Level D Leveled Book
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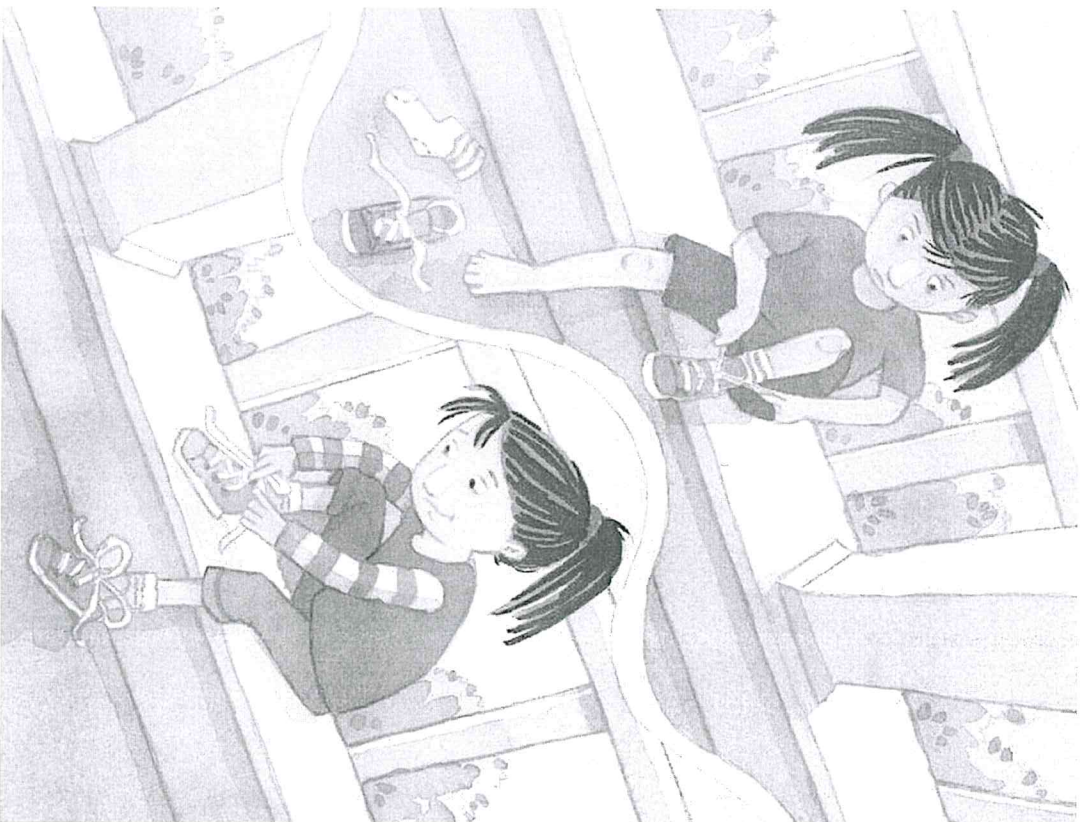
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



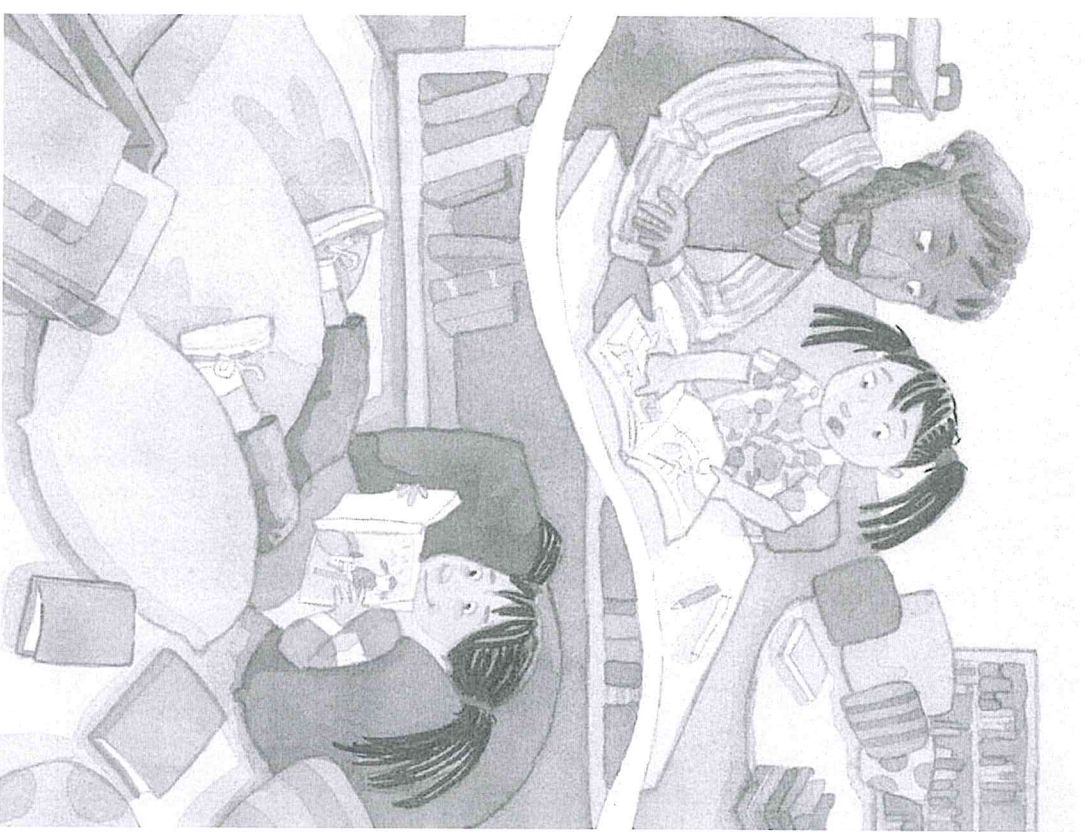
I do not like to give up.



It is important
to keep trying.



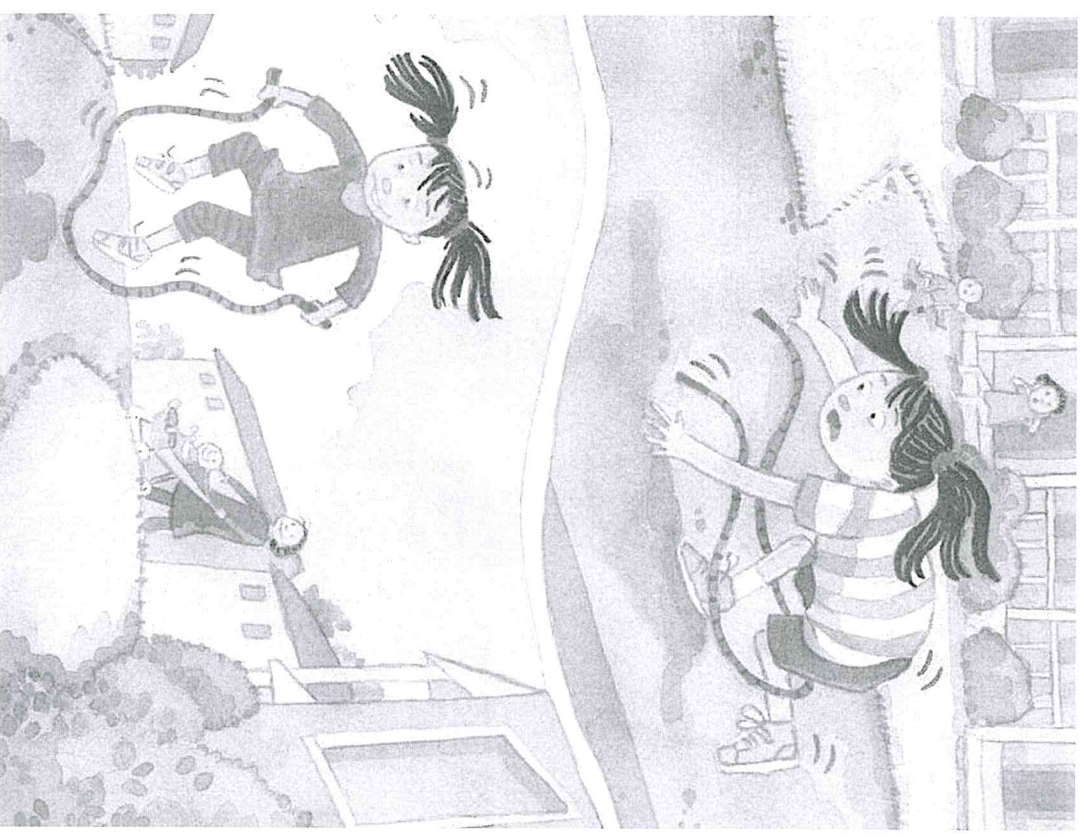
I kept trying
to tie my shoes.
Now I can.



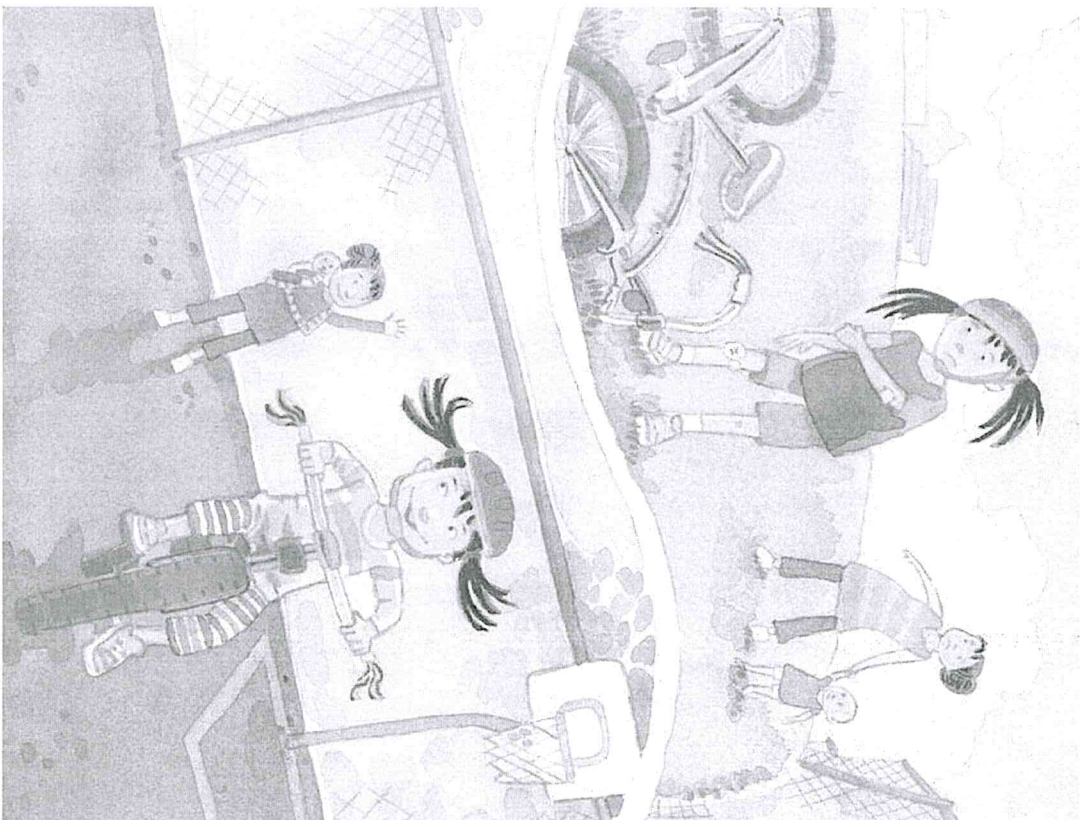
I kept trying
to read my book.
Now I can.



I kept trying
to write my name.
Now I can.



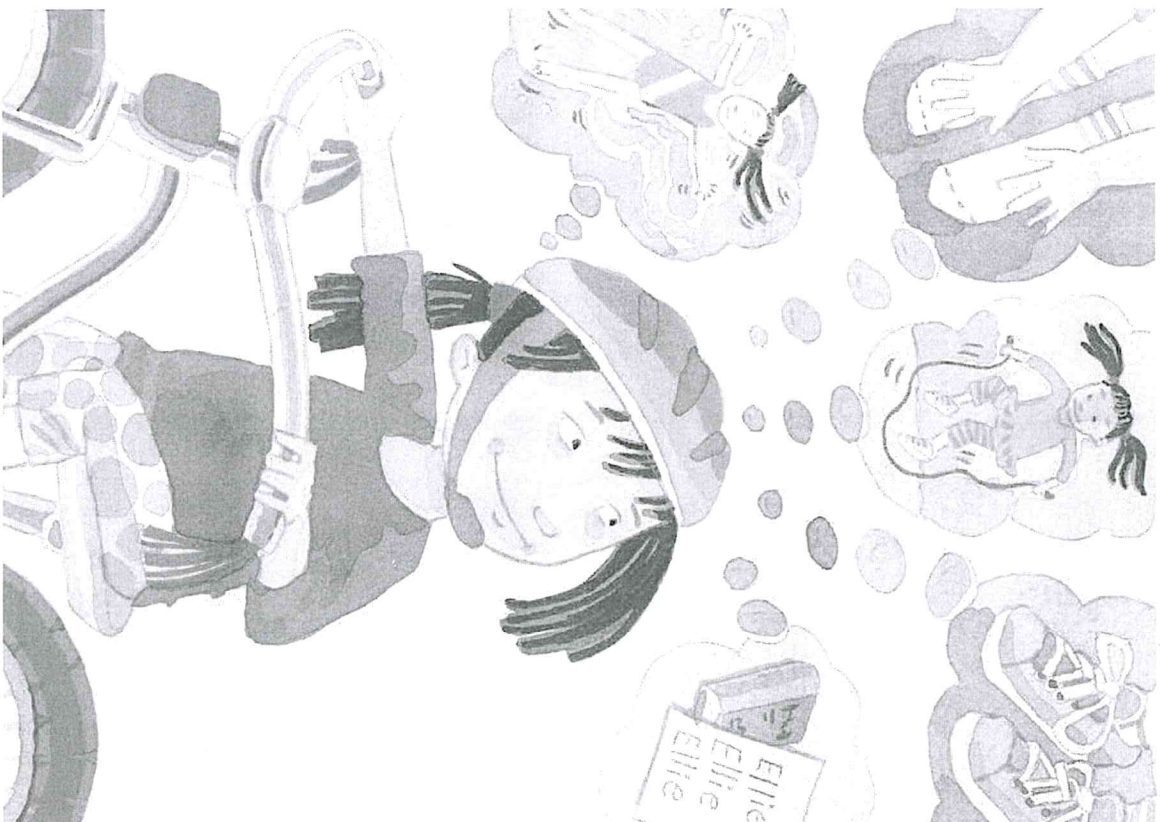
I kept trying
to jump rope.
Now I can.



I kept trying
to ride my bike.
Now I can.



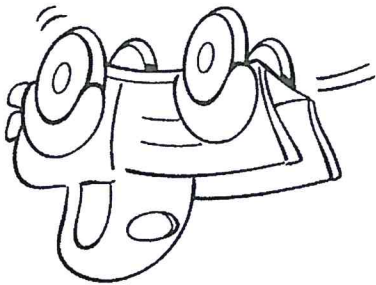
I kept trying
to float on my back.
Now I can.



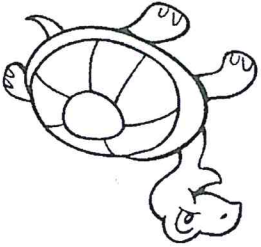
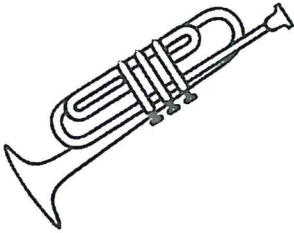
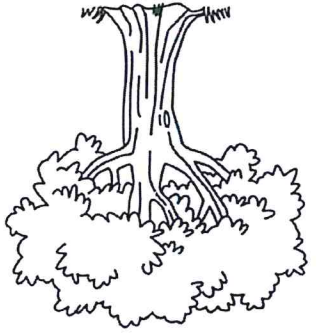
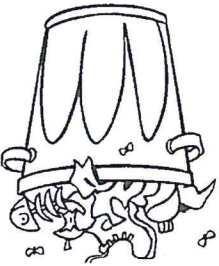
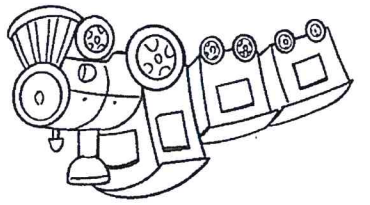
Now I can do
all of these things.



I did not give up!



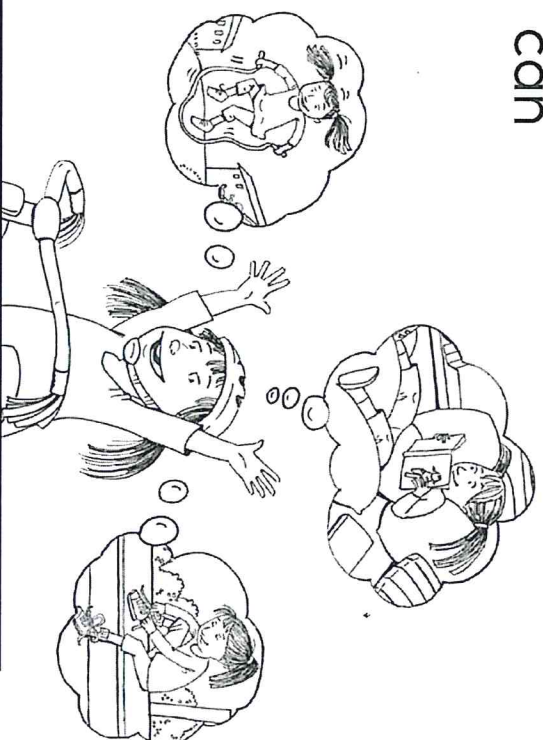
truck



Instructions: Identify each picture with students. Then, have students write *tr* on the line under the pictures whose names begin with the /tr/ sound.

Name _____

- ① I kept trying to tie my shoes Now I can
- ② I kept trying to read my book Now I can
- ③ I kept trying to jump rope Now I can
- ④ Now I can do all of these things



My Sentence:

Instructions: Read the sentences aloud with students. Have students add periods in the correct places. Then, have them write their own sentence about the story on the line provided.

Skill: Periods

Cause		Cause
Effect		Effect
Cause		Cause
Effect		Effect
Cause		Cause
Effect		Effect

Instructions: Have students write or draw cause-and-effect relationships in the boxes above.

Do Not Eat That!

A Reading A-Z Level D leveled book

Word Count: 94

Connections

Writing and Art

What else can Zots eat?

Draw a picture
and write about it.

Science

Sort the things Zots
tries to eat into groups.
Share your sorting
with a partner.

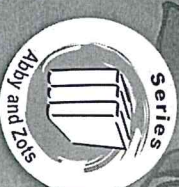
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Do Not Eat That!



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Do Not Eat That!



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Focus Question

What does Abby tell Zots
not to eat? Why?

Words to Know

eat	space
finds	trash
hungry	tree

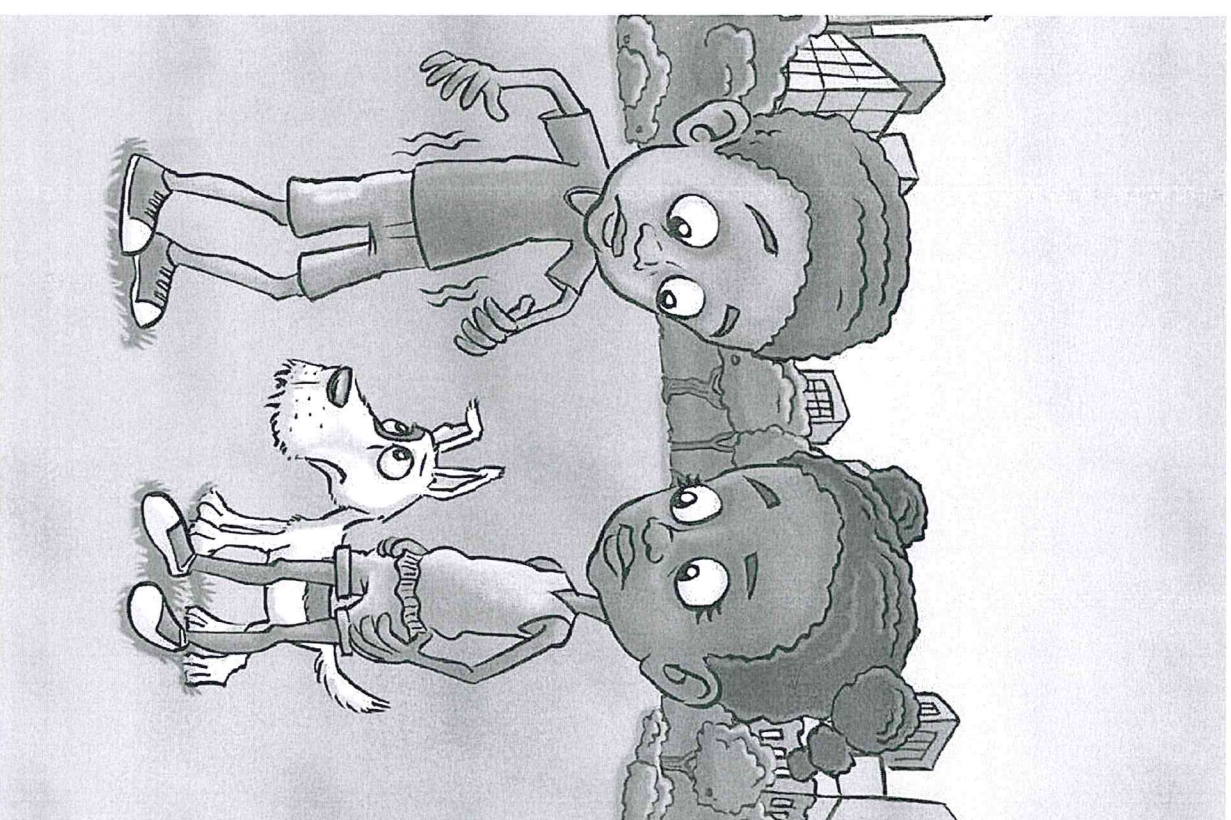
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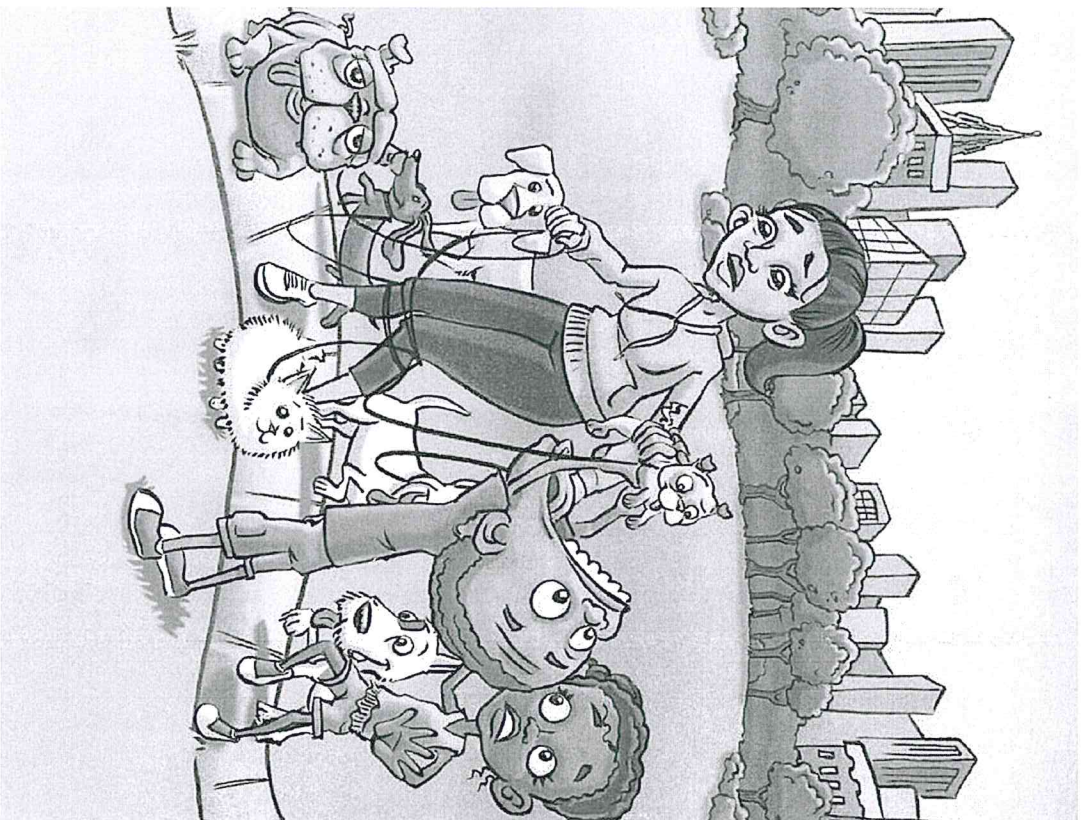
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



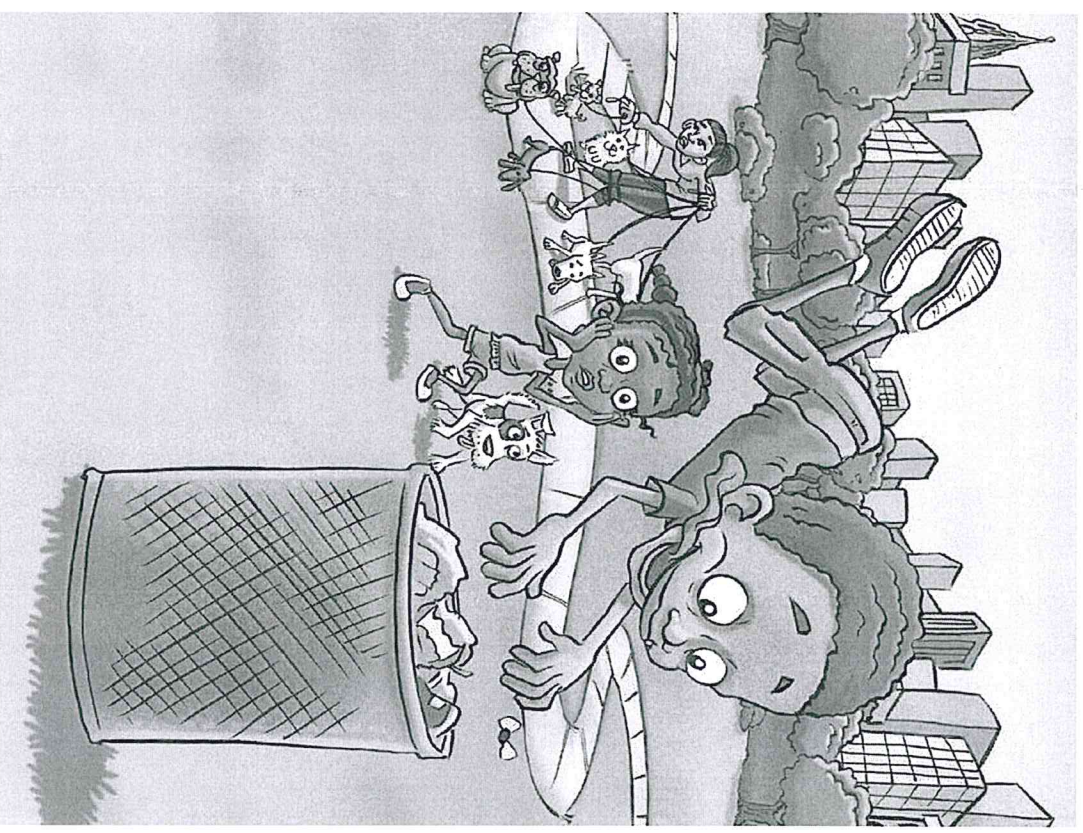
Abby and Zots are
best friends.
Zots is from outer space.



Zots is hungry.



Zots finds puppies.
 “Do not eat the puppies!”
 Abby says.



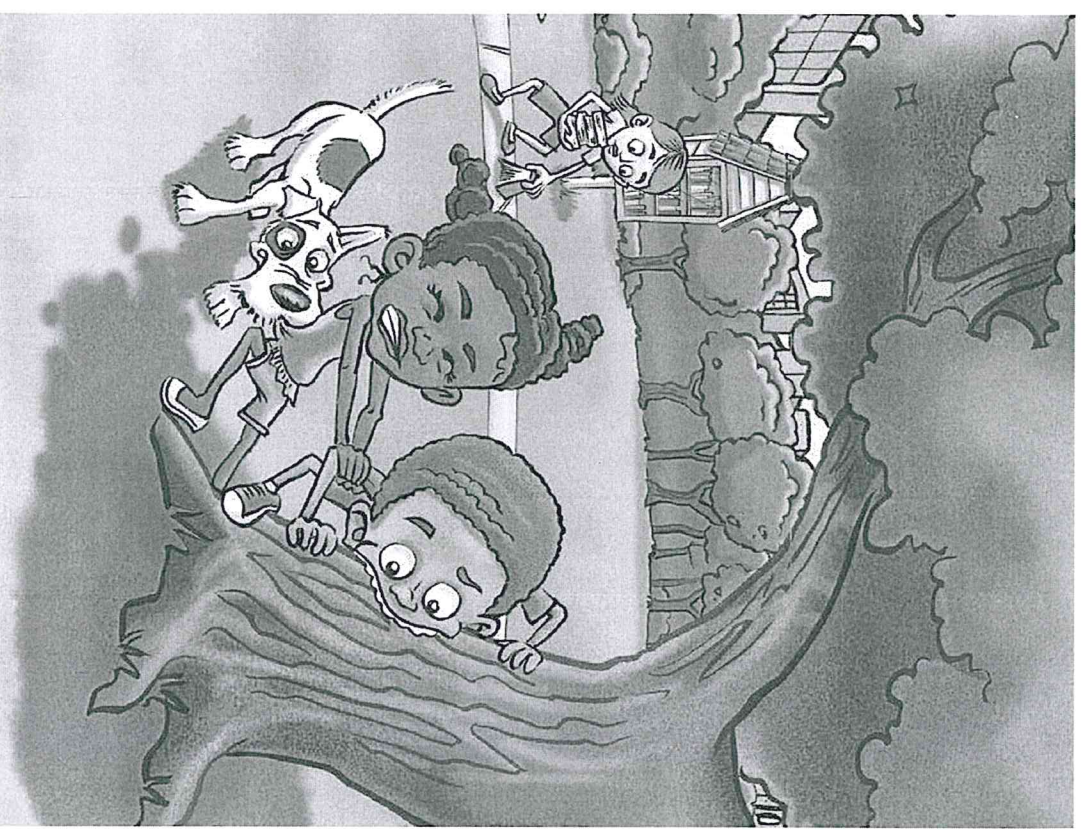
Zots finds trash.
 “Do not eat the trash!”
 Abby says.



Zots finds books.

“Do not eat the books!”

Abby says.



Zots finds a tree.

“Do not eat the tree!”

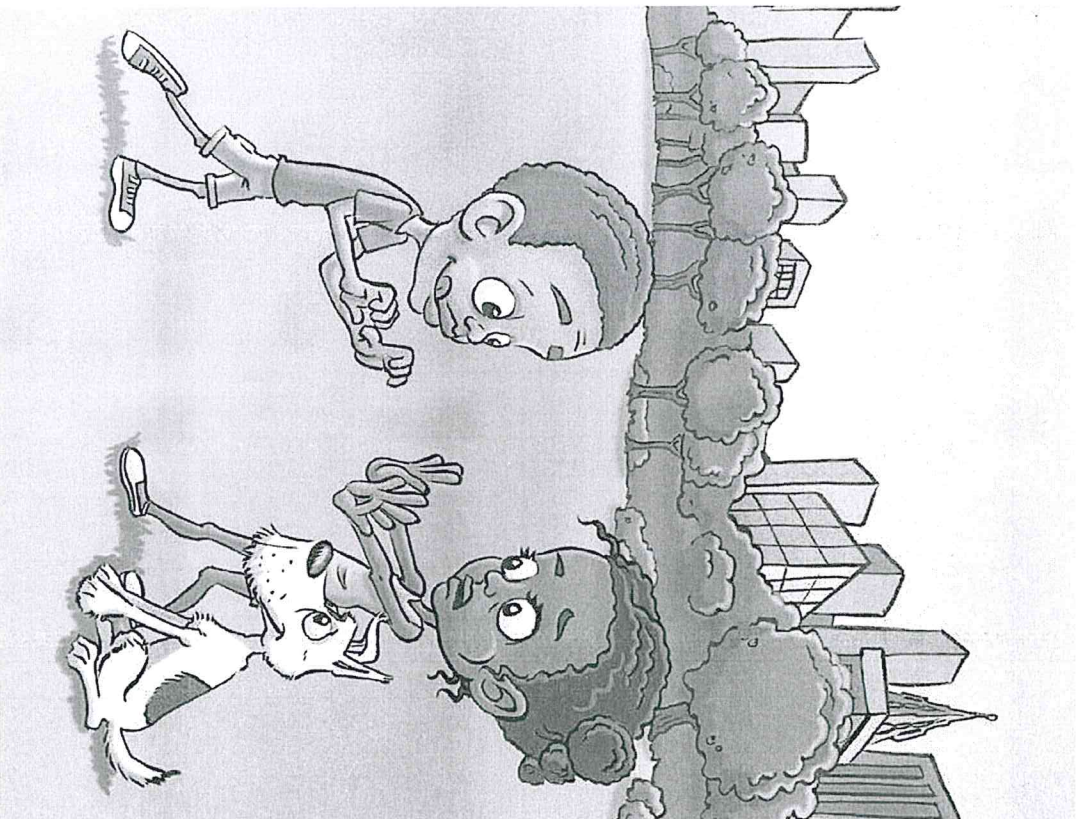
Abby says.



Zots finds hats.
 “Do not eat the hats!”
 Abby says.



Zots finds bikes.
 “Do not eat the bikes!”
 Abby says.



Zots sees Abby.
 “Do not eat me!”
 Abby says.



“I am hungry!”
 Zots says.
 “Eat some pizza,”
 Abby says.

Name _____

Cause

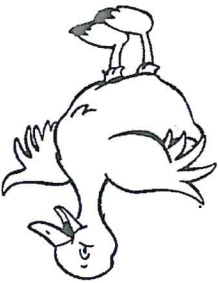
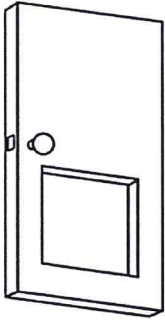
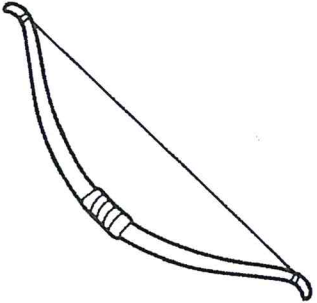
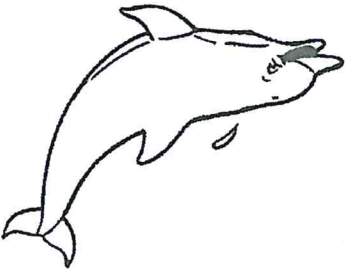
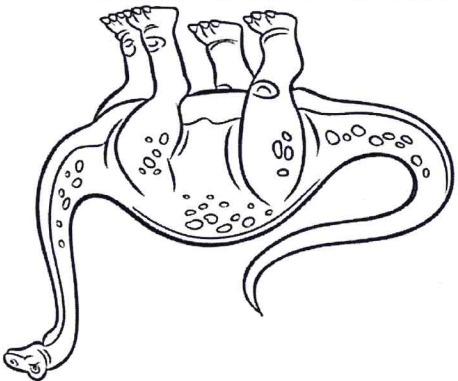
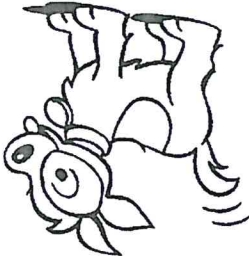
Effect



Instructions: Have students write or draw cause-and-effect relationships in the boxes above.

Name _____

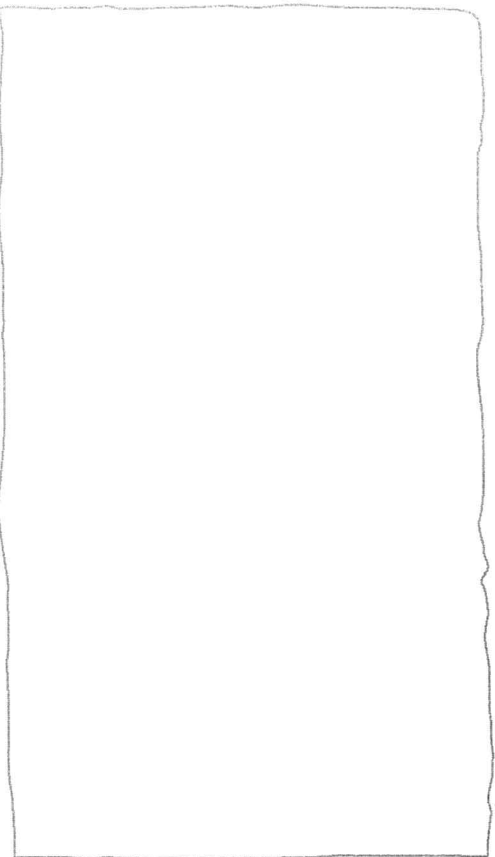
Instructions: Name the pictures with students and have them listen to the initial sound in each word. Then, have students write the upper- and lowercase letter *Dd* on the line below each picture that begins with the /d/ sound.

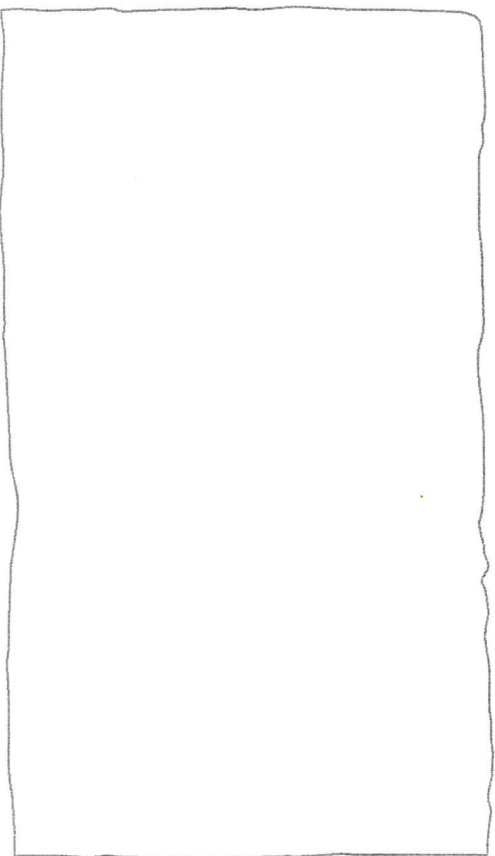
Dd

Name _____

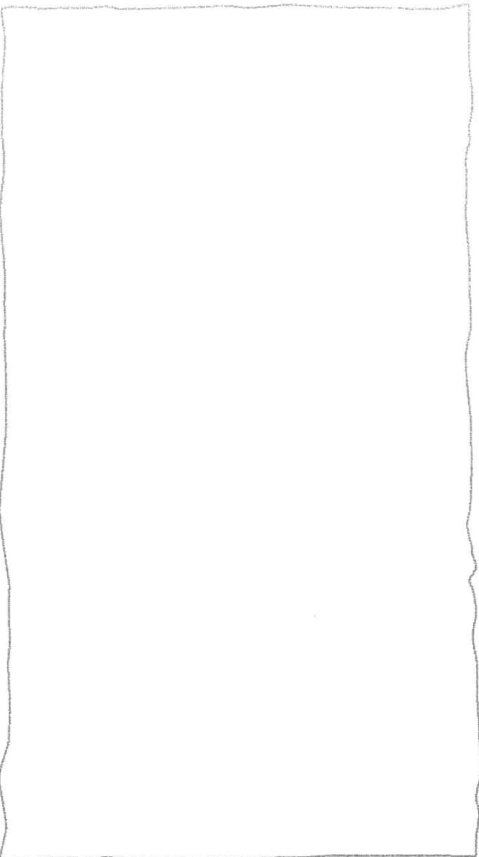
① "Do not eat the books!"



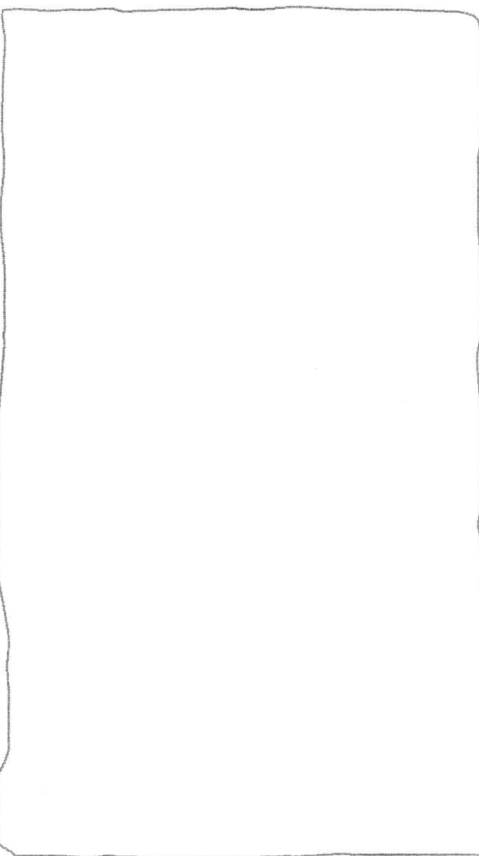
② "Do not eat the tree!"



③ "Do not eat the hats!"



④ "Eat some pizza."



Instructions: Read each sentence aloud with students. Have students circle the noun in each sentence and draw a picture of it in the space provided.

Skill: Nouns

Animal Costumes

A Reading A-Z Level D Leveled Book

Word Count: 86

Connections

Writing and Art

Imagine you are dressing up an animal in a costume. Draw a picture of the animal in its costume and write about it.

Social Studies

When do people like to dress animals in costumes? Share your ideas with a partner.

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Animal Costumes



Written by Nancy Helen Kessler

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Focus Question

What are some costumes animals can wear?

Words to Know

bandanna	mane
costumes	snout
fins	wear

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Animal Costumes
Level D leveled Book

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Correlation

LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



People wear costumes.
Animals can wear
costumes too.



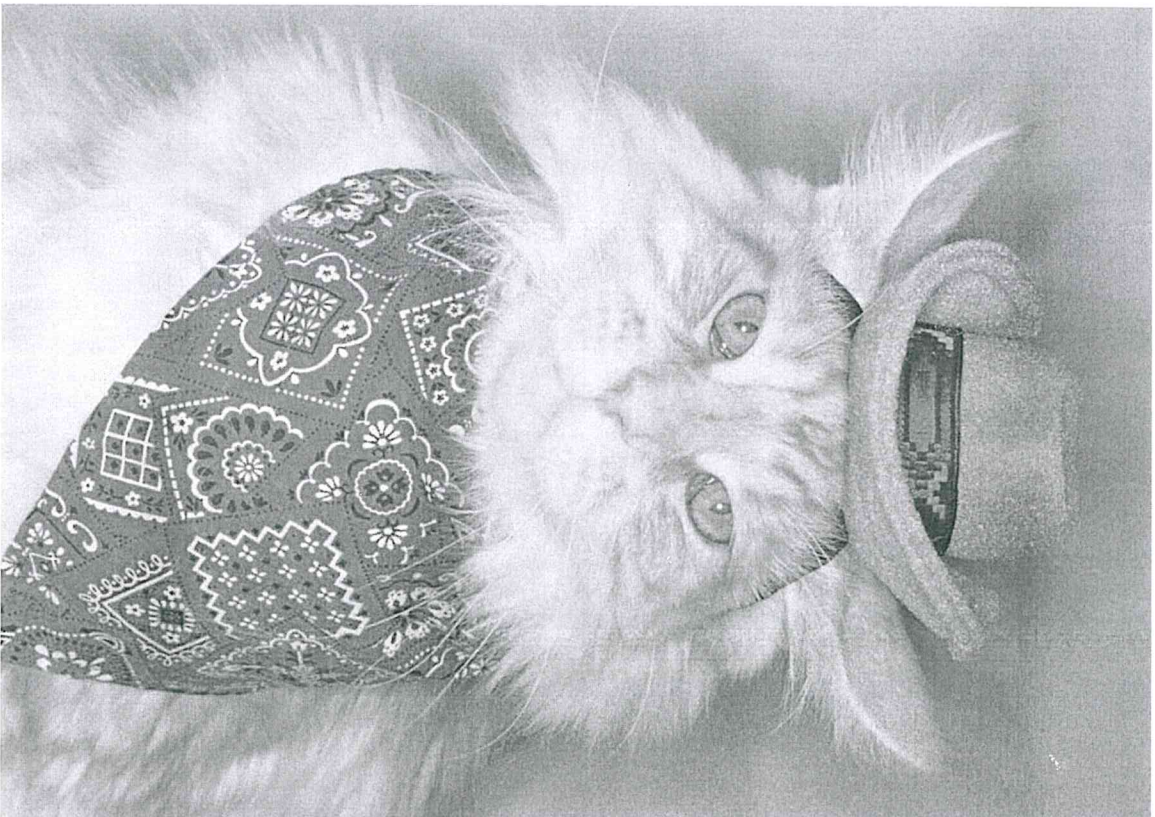
A dog can wear the
wings of a butterfly.



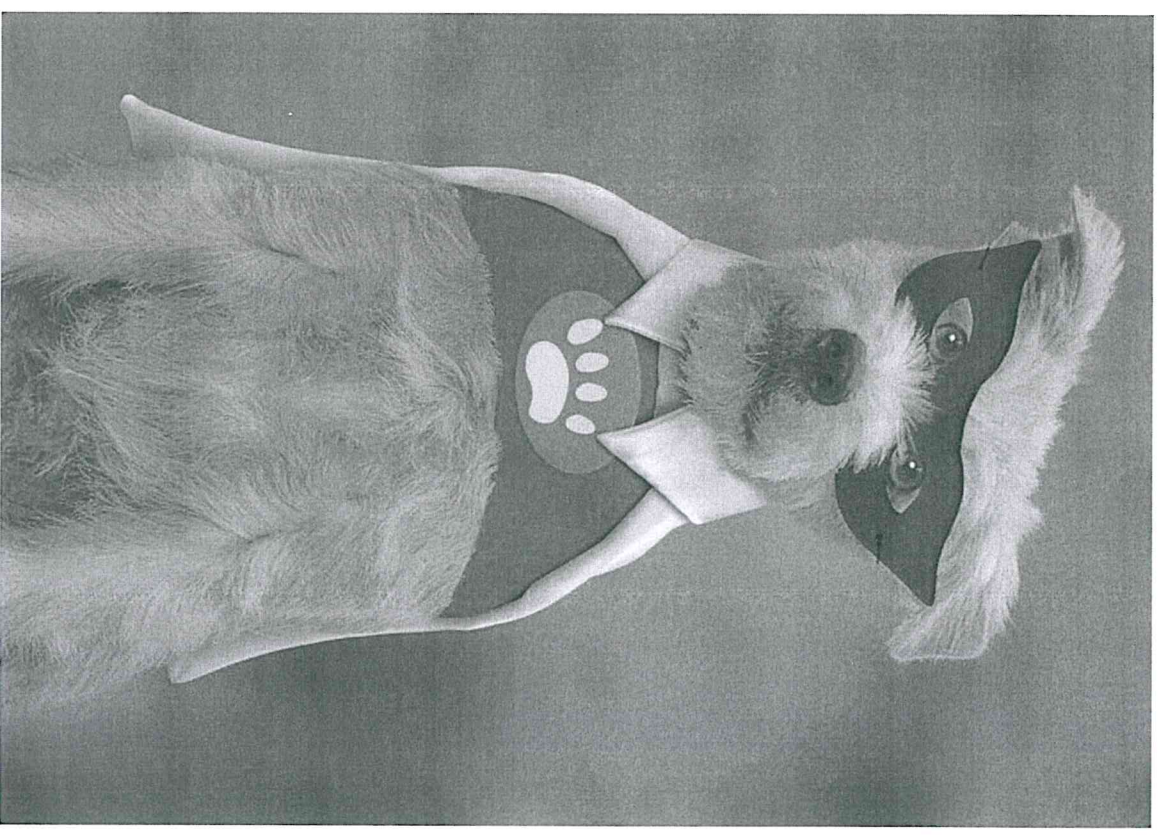
A dog can wear the
mane of a lion.



A goat can wear the
crown of a princess.



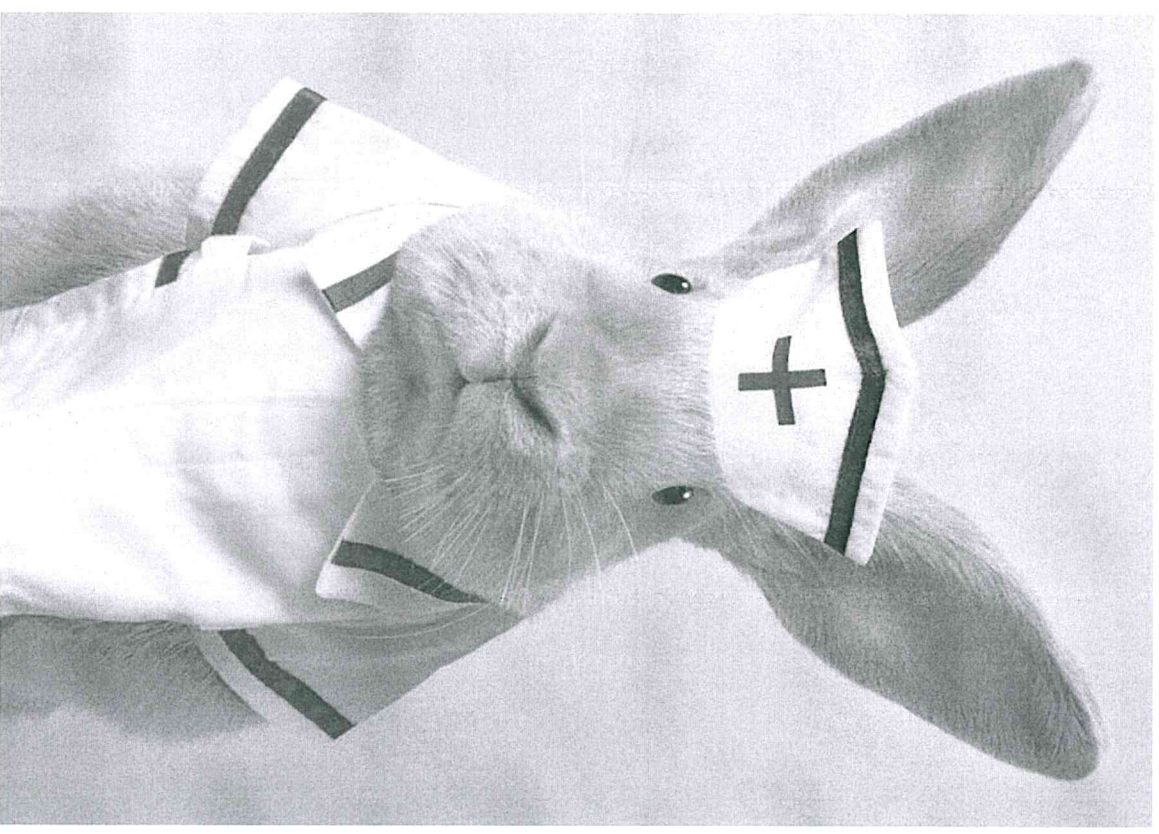
A cat can wear the
bandanna of a cowboy.



A dog can wear the
mask of a superhero.



A dog can wear the
fins of a shark.



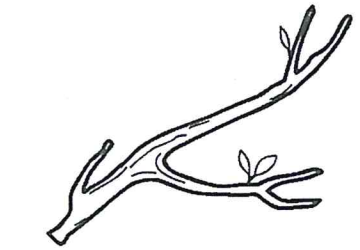
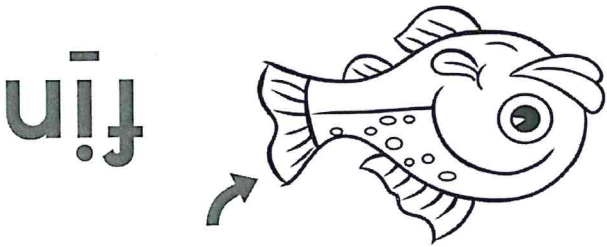
A rabbit can wear the
hat of a nurse.



A dog can wear the
snout of a pig.

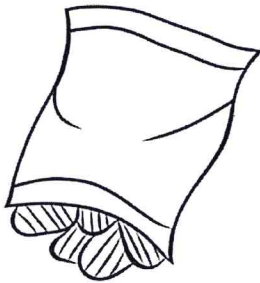


What costume is this
dog wearing?



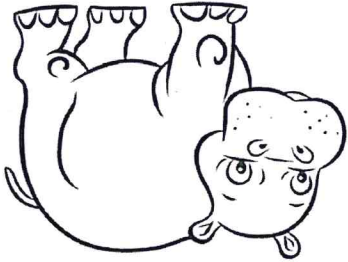
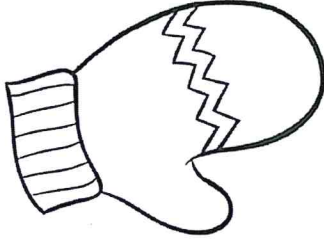
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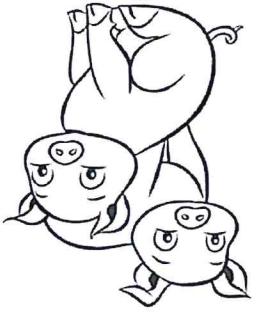
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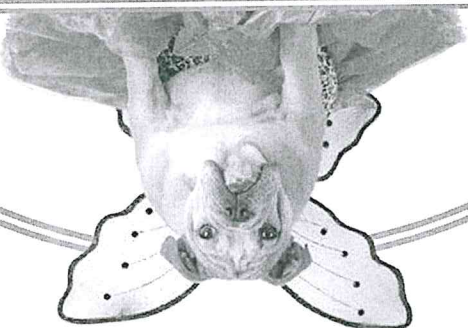


h ppo

p gs



Instructions: Have students add the short vowel i to each word. Then, have students read the words to a partner.



- ① Animals can wear costumes.
- ② A dog can wear butterfly wings.
- ③ A goat can wear a princess crown.
- ④ A cat can wear a cowboy hat.
- ⑤ A rabbit can wear a nurse hat.
- ⑥ A dog can wear a hot dog bun.

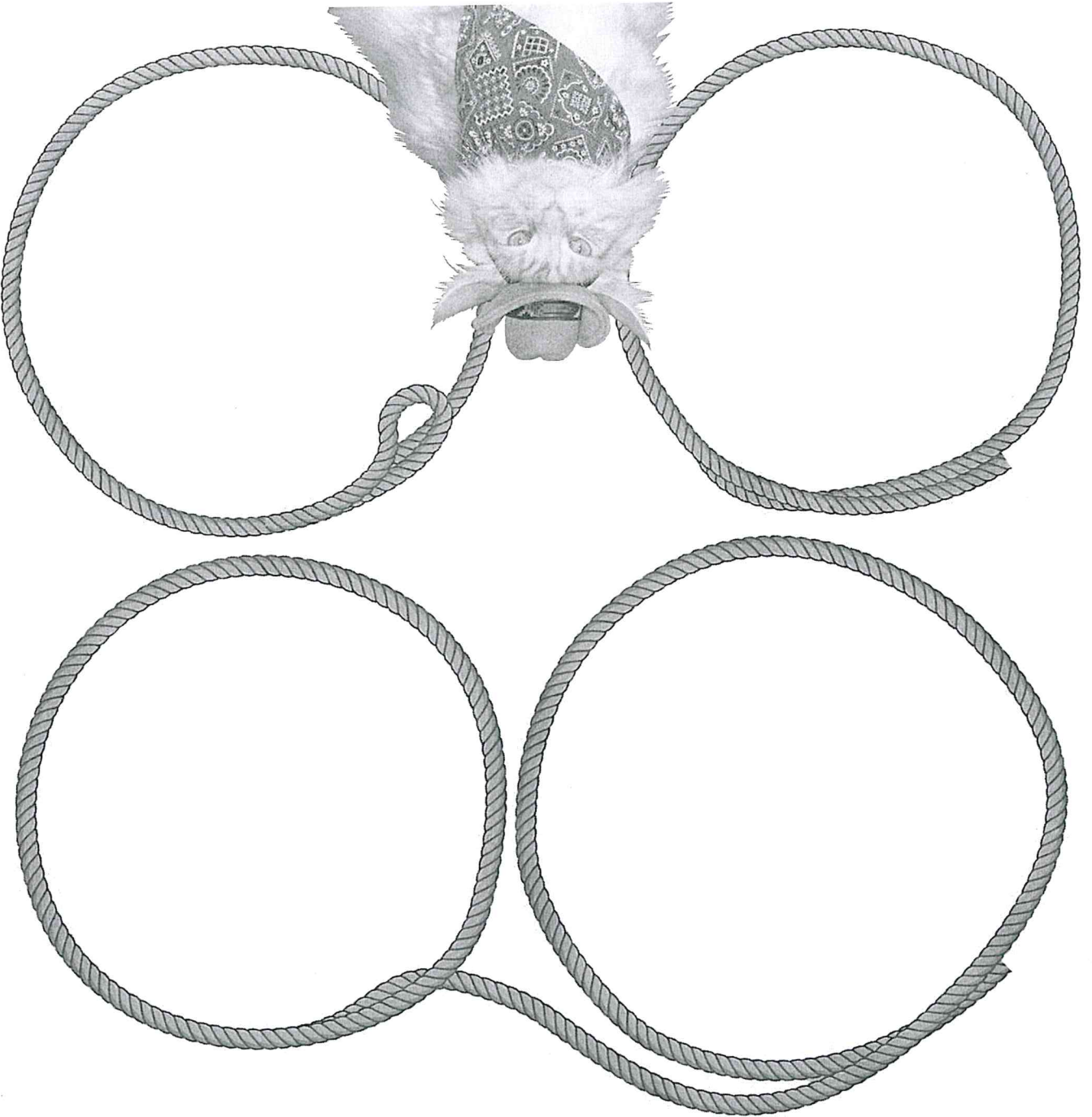
My Sentence:

Instructions: Have students underline the subject in each sentence. Then, have students write a sentence of their own and circle the subject.

Author's Purpose		
to entertain	to inform	to persuade

Animal Costumes • Level D • 1

Skill: Author's Purpose

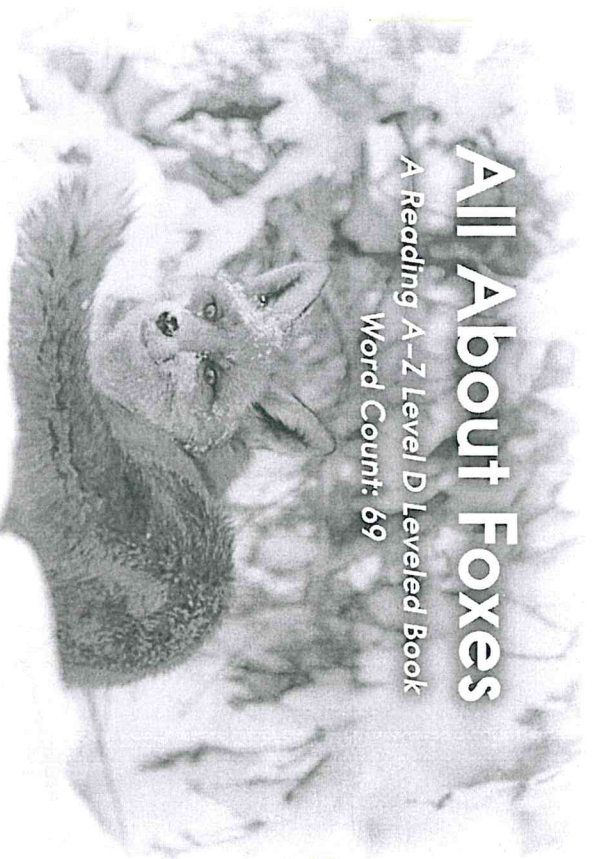


Instructions: Have students choose and circle the author's purpose. Then, have students write and draw examples that show the author's purpose from the story in the spaces provided.

All About Foxes

A Reading A-Z Level D Leveled Book

Word Count: 69



Connections

Writing and Art

Why do foxes have long hair in winter and short hair in summer?

Draw a picture and write about it.

Science and Art

Choose one fox from the book.

Draw a picture of the fox and label at least five different body parts.

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All About Foxes



Written by Anthony Curran

www.readinga-z.com

All About Foxes



Written by Anthony Curran

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Focus Question

What makes foxes interesting animals?

Words to Know

bushy hunters
foxes mammals
fur pointy

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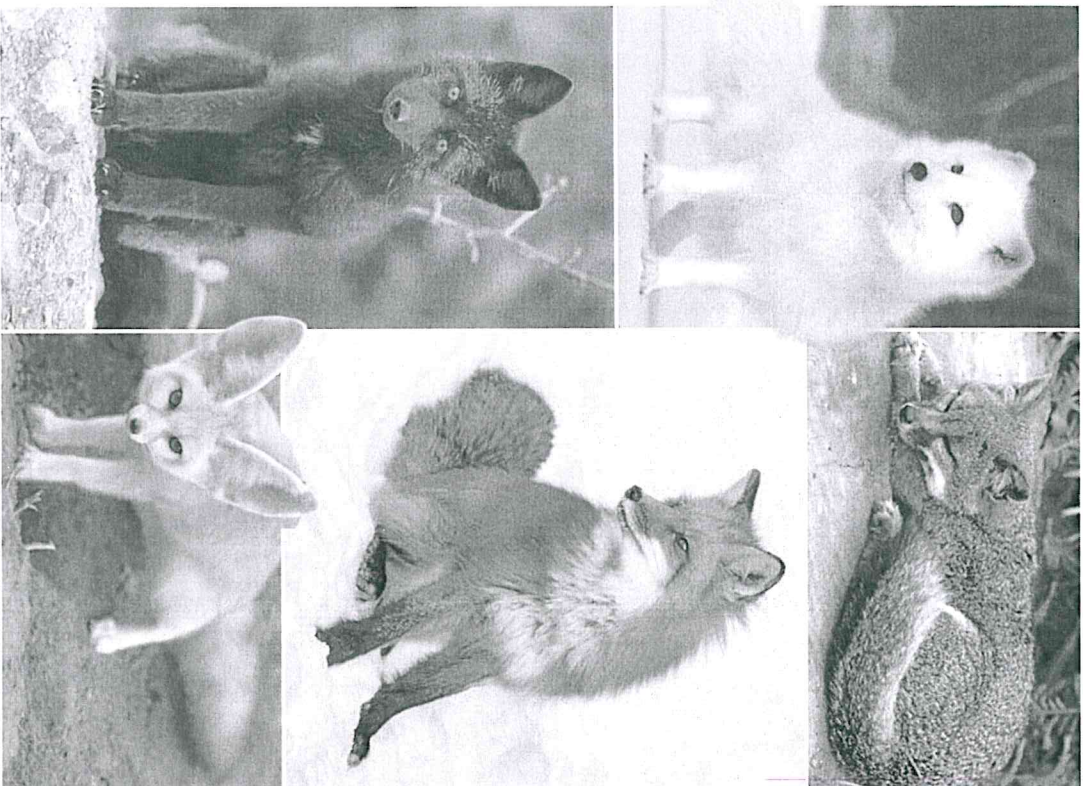
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Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



Foxes are mammals.
They have pointy faces.



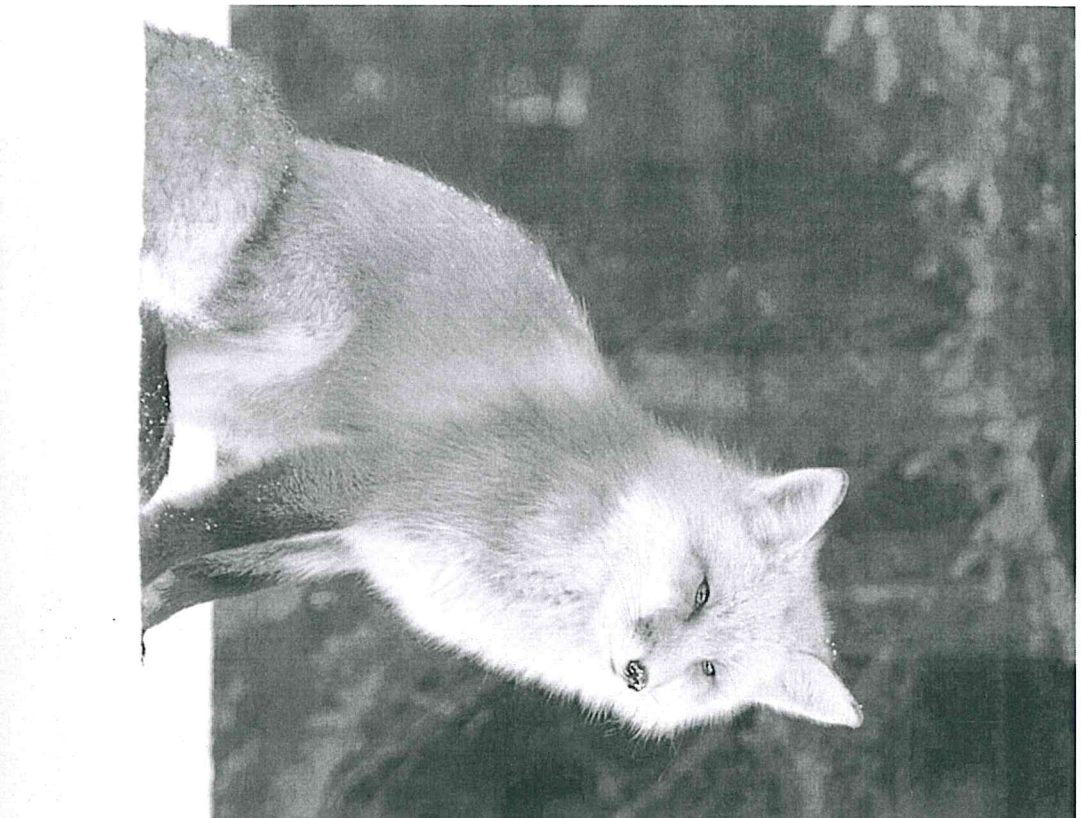
Foxes are mammals.
They have thin legs
and bushy tails.



Foxes have fur.
Their fur can be
different colors.



Foxes have fur.
They have short fur
in summer.



Foxes have fur.
They have long fur
in winter.



Foxes have fur.
They lose their old fur
each spring.



Foxes are hunters.
They hunt small animals.



Foxes are hunters.
They hunt mostly at night.

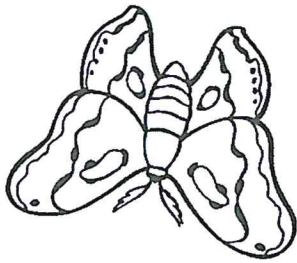
Name _____

- ① Foxes are mammals. They have bushy tails.
- ② Foxes have fur. They have short fur in summer.
- ③ Foxes have long fur in winter. They lose old fur in spring.
- ④ Foxes are hunters. They hunt small animals.
- ⑤ Foxes hunt small animals. They hunt at night.

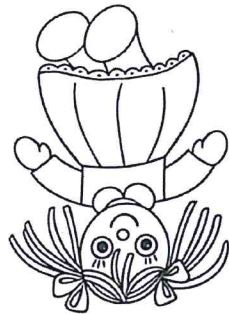


Skill: Pronouns

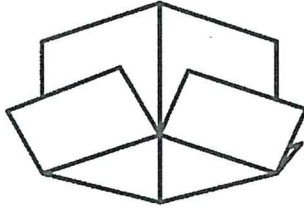
Instructions: Read each pair of sentences with students. Then, have them underline the pronoun in the second sentence and circle the noun in the first sentence that it replaces.



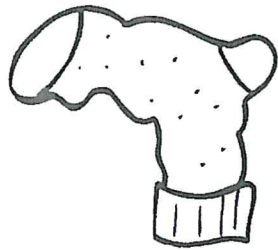
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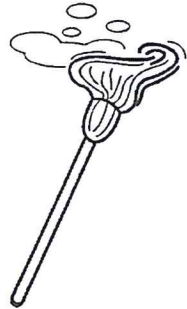
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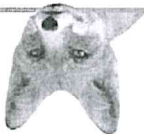


x b

s ck

Skill: Short Vowel o

Instructions: Have students add the short vowel o to each word. Then, have students read the words to a partner.



Main Idea

Detail

Detail

Detail

Instructions: Have students write the main idea in the top rectangle. Then, have them list facts about foxes that support the main idea in the detail boxes.

Bees Feed Me

A Reading A-Z Level D Leveled Book

Word Count: 70

LEVELED BOOK • D

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3/20/20 Bees Feed Me

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Bees Feed Me

Level D Leveled Book

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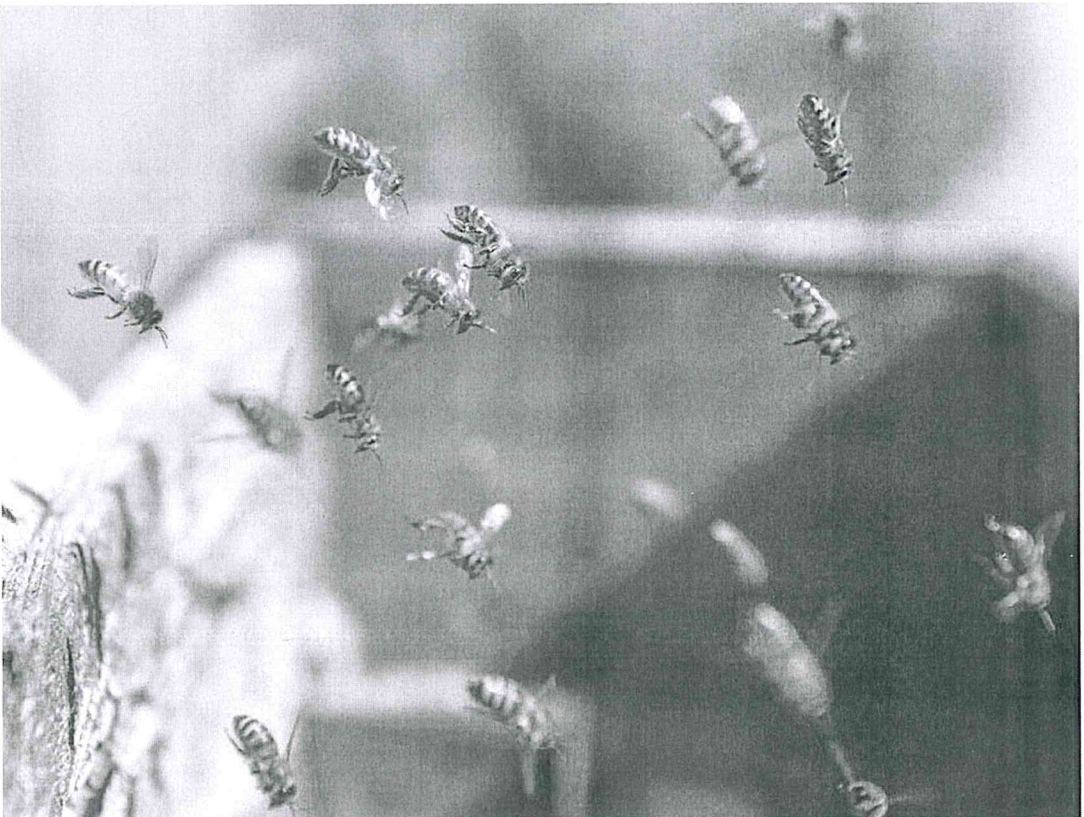
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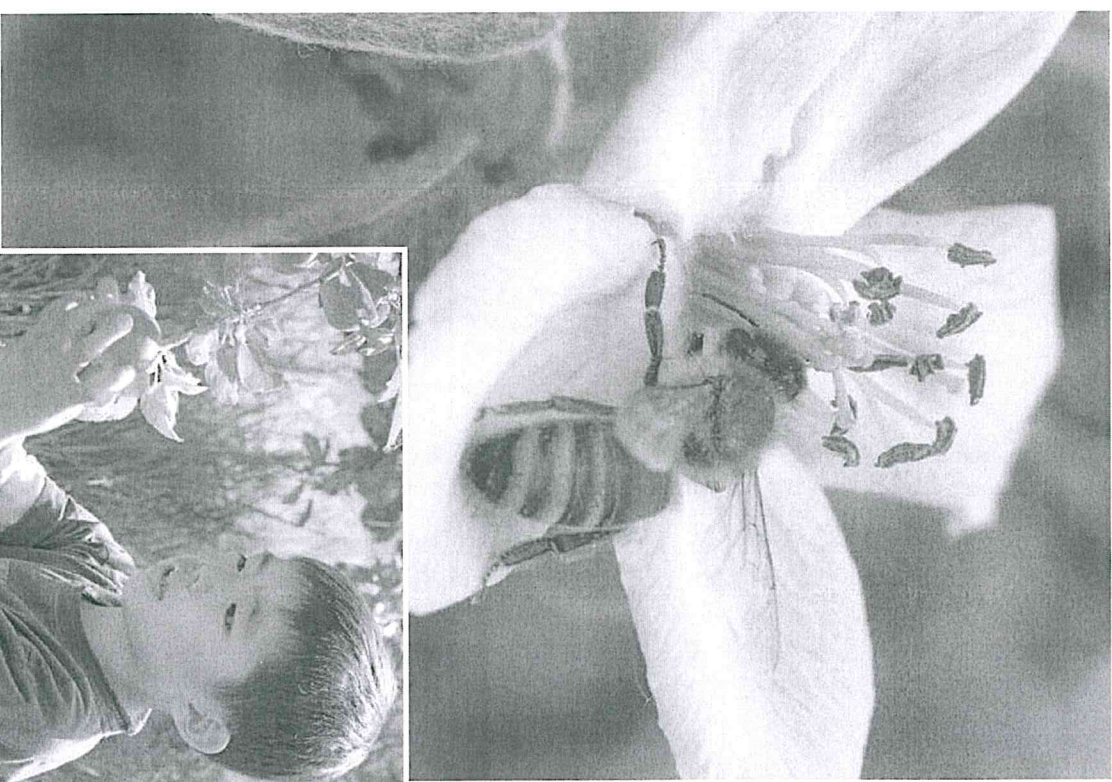
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Correlation

LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



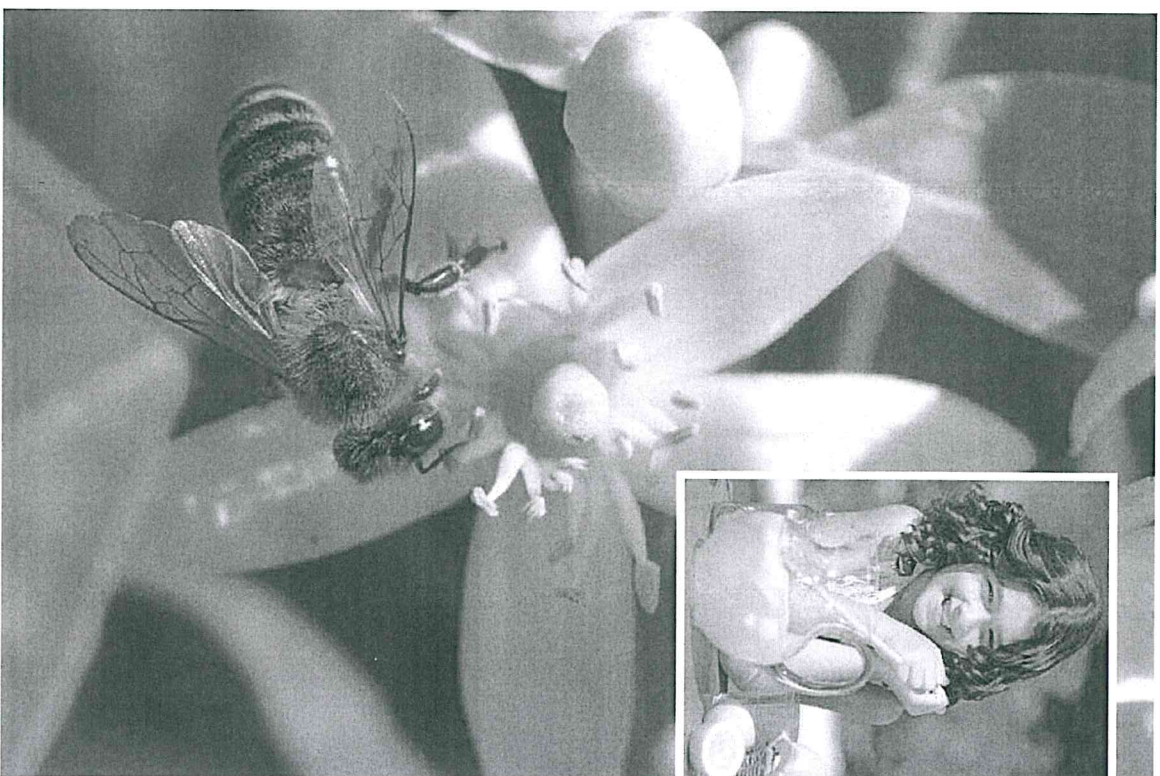
Bees are little,
but they do a big job.
Bees feed you and me.



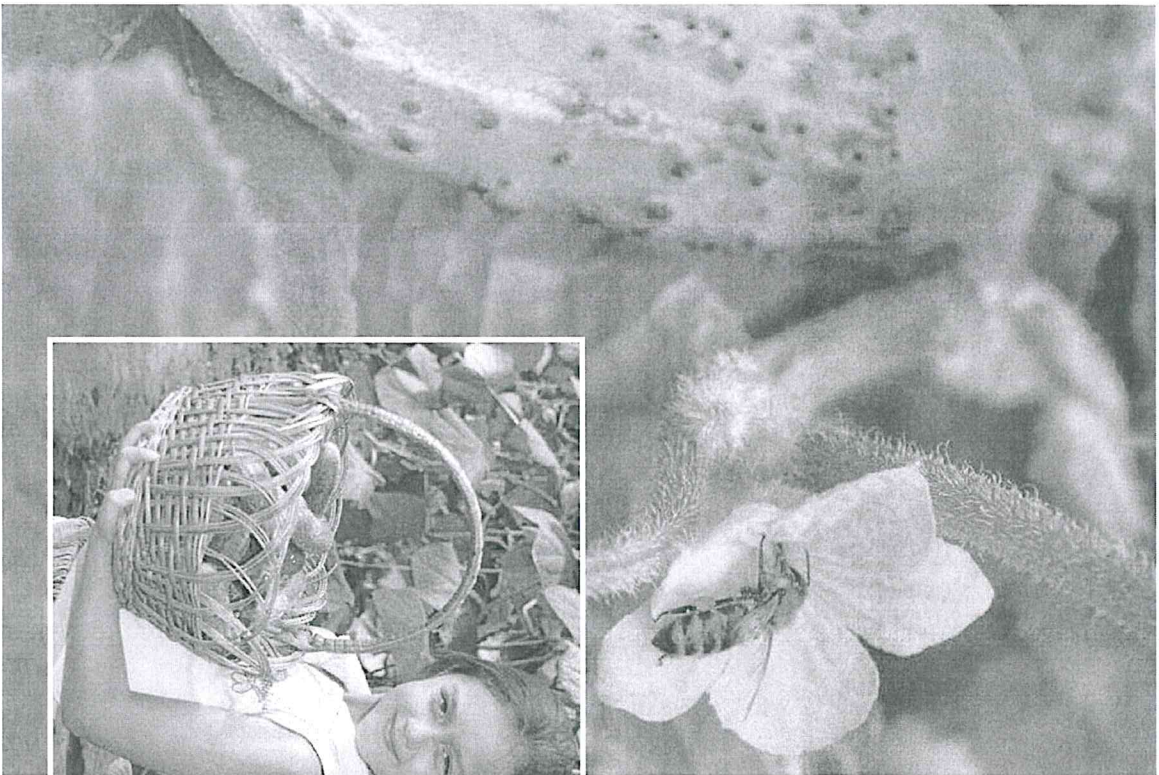
Without bees, we would
not have apples.



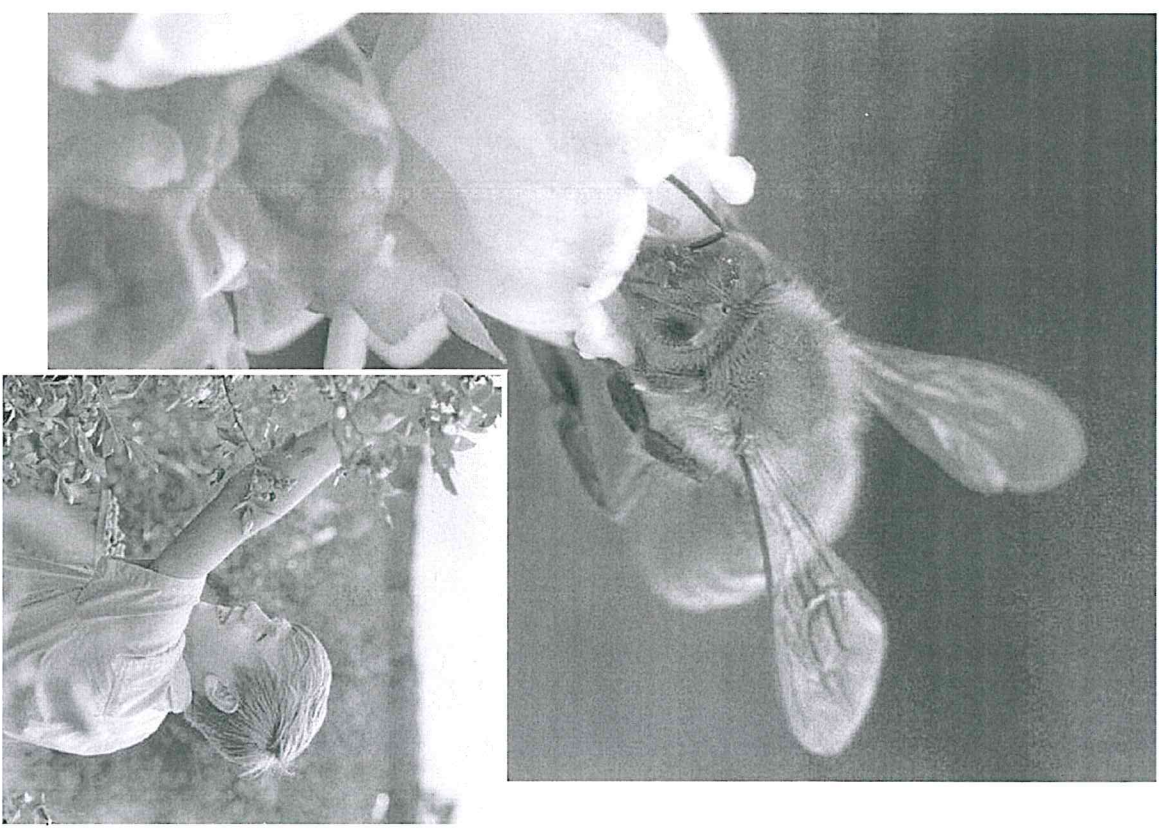
Without bees, we would
not have carrots.



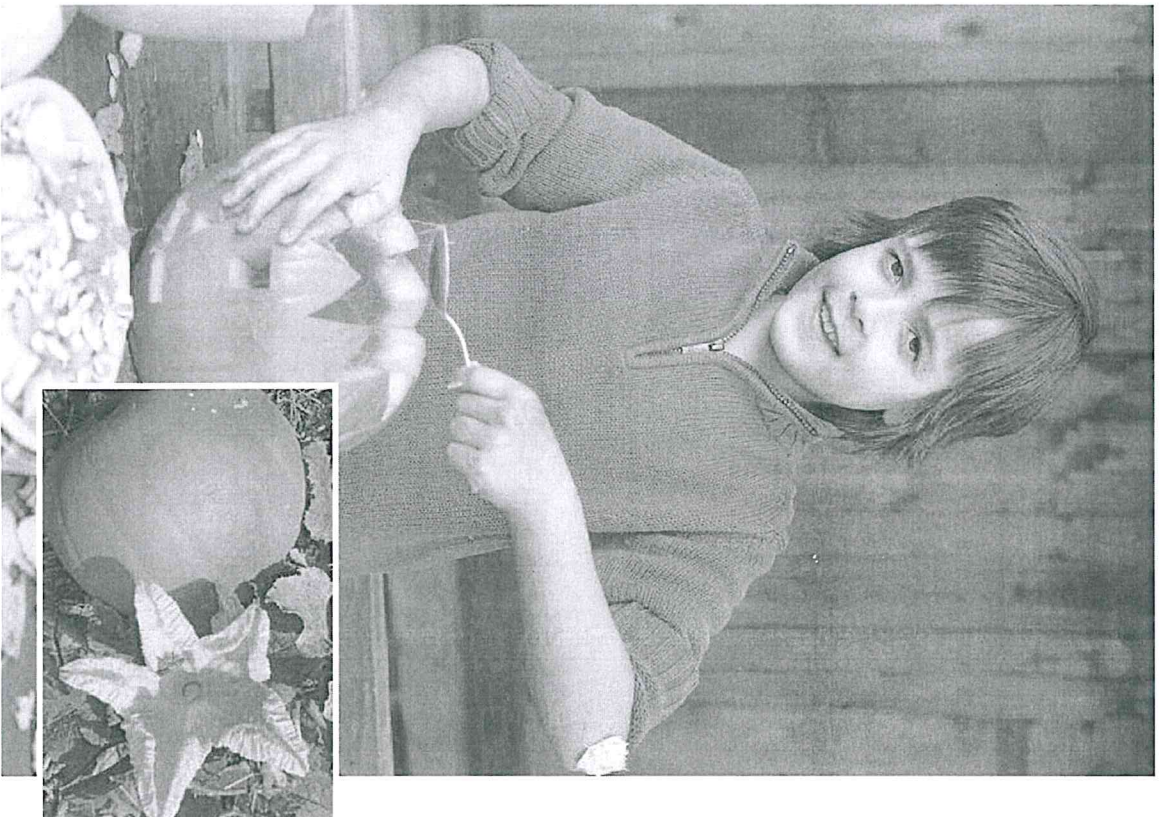
Without bees, we would
not have lemons.



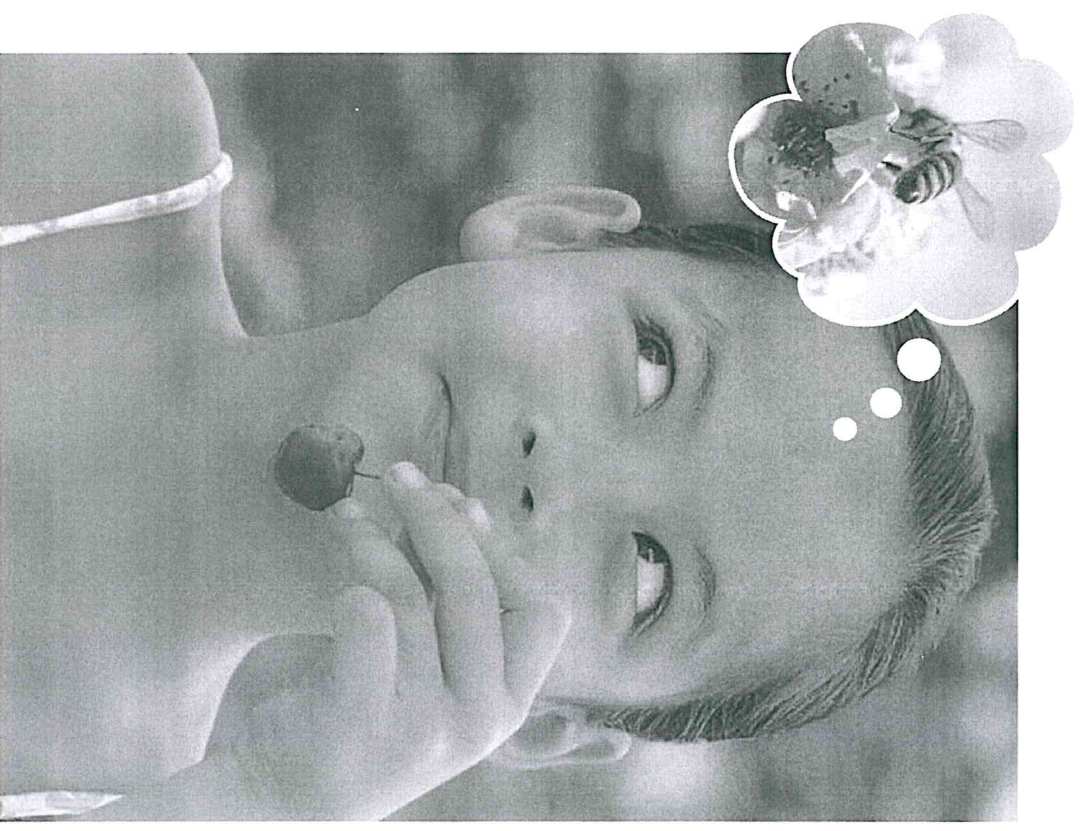
Without bees, we would
not have cucumbers.



Without bees, we would
not have blueberries.



Without bees, we would
not have pumpkins.



Bees help bring us some
of our favorite foods.
Thank you, bees!

Skill: Alphabetical Order

www.readinga-z.com

Reading A-Z



Red

Instructions: Read each word with students. Have them write and draw a picture of each word under the appropriate heading.

Author's Purpose

to entertain to inform to persuade

Skill: Author's Purpose

Instructions: Have students choose and circle the author's purpose. Then, have students write or draw four examples that show the author's purpose from the story in the spaces provided.