

Danny's Garden



by Mia Coulton

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Level E / 84 words / fiction

High frequency words:

did, had, help, his, just, no, one, saw, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the front cover? What do you think he will grow in his garden?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *everyday, vegetables, garden, chair, fruits, and another*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

Potatoes were the first food to be grown in space. In 1996, potato plants were taken into space on the Columbia space shuttle.

- **Literal comprehension:** The answers are in the text. Ask, "How did Danny take care of his garden? What did Bee do that made Danny so upset?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Bee didn't help Danny? How would you have felt if you were Danny? Was Bee's solution a good one? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *watched, pulled, watered, asked, and yelled*. This ending means that the action already happened. It happened in the past.
- Find and discuss the rhyming pairs: *at-sat* and *chair-fair*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the following sentences: "*Everyday Danny _____ in his garden. And everyday Bee sat in his red chair and watched.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *-ed* suffix; Practicing rhyming words; Noticing action words (verbs).