



# Alive or Not Alive, Danny?

Level B / 52 words / fiction

High frequency words:

*are, he, here, his, is, not, the, this, too*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What will he do with those toys?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Ask the students: "See this picture? Is it of something that is alive or not alive?"
- Help students find the high-frequency word *not*.
- Help the children find and clap the new two-syllable words: *shadow, alive, fishbowl, and spider*.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.

### FUN FACT

Something that is alive can take in and use energy, excrete waste, grow, reproduce, and respond to the environment.

- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What things in the book are alive? Which things in the book are not alive?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Have the students look at the picture lists on page 16. Ask, "What other things could we add to the lists of *alive* and *not alive*?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students clap the two-syllable words: *shadow, alive, fishbowl, and spider*.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

## Writing activity

- Have each student write an *Alive* item and a *Not Alive* item on a piece of paper. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing compound words; Contrasting living and nonliving things.