



All About Danny

Level A / 33 words / fiction

High frequency words:

here, is, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the picture on the cover? What do you think we will learn about Danny?"

Look through all the pictures

- Using the language in the story, discuss all the special items and places Danny is sharing with the reader on each page.
- Help the children find the known words: *here, is,* and *my*.
- Find the new word *window*.

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

FUN FACT

There are over 300 official dog breeds. Danny is a Labrador Retriever. Labrador Retrievers are the most popular dog breed in the U.S., U.K., and Canada.

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, "Can you name the items and places Danny showed us in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What special things or places would you show Danny if the book were about you?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the two-syllable word *window*. Clap the syllables together.

Rereading for fluency

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

Writing activity

- On the board, write the words: "*Here is my _____.*"
- Have students copy and complete the sentence by writing a word about themselves. 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; Monitoring reader directionality; Matching words to print, one to one; Introducing new words.