



# Danny Likes Red

Level B / 28 words / fiction

High frequency words:

*a, is, my, red, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on Danny's head? What color is it? What do you think this book will be about?"

## Look through all the pictures

- Help the children find the word *red*. Using the language in the story, discuss the *red* item on each page

## 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.

## 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 one of Danny's red items from the book? Can you name them all?" Have them read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other things can you name that are red?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- With the help of the students, create a list of all of the *red* items in the book.

## 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

- Revisit the list that the students generated of things that are red. Using those words, have student complete and write the sentence: "A \_\_\_\_\_ is red." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

**A dog's vision is different from human vision.  
Dogs cannot see the color red.  
While we see a mix of red, blue, and yellow light,  
dogs see the world in vivid blues and yellows.**

**Teaching Points:** Using meaning to connect pictures to text; Self-monitoring - the repetitive text in this book supports the reader's early attempts at self-monitoring; Introducing the color word *red* in the text.