



Danny, Norman and the Turtle

Level F / 65 words / fiction

High frequency words:

are, have, on, play, where, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Norman looking at in the cover photo? What do you think will happen in this story?"

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: *yelped* and *turtle*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Norman see in the yard? What does Danny tell Norman about the turtle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Norman was afraid of the turtle? What do you know about turtles?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *slow* with the *sl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*slip, slide, slug*).
- Point out the apostrophe in the words *let's* and *it's*. Explain that *let's* is a contraction that means *let us* and *it's* is a contraction that means *it is*.
- Help the students locate the words with the *-ing* suffix: *coming, moving, and resting*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student write the following sentences: "*Let's go see what it is. It's a slow moving turtle.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Painted turtles grow to be four to ten inches long and the color of their shells can be dark olive green to black. They get their name from the red, orange, and yellow stripes on their necks, heads, and tails.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Introducing words ending with the *-ing* suffix; Practicing words with the *sl* blend; Rereading.