

Danny and the Little Worm



by Mia Coulton

Danny and the Little Worm

Level F / 174 words / fiction

High frequency words:

have, his, now, saw, stop, then, was, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What do you think will happen to the little worm?"

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: *paw, began, and something*. 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, "Where does the little worm like to play? How does Danny protect the little worm?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Dad put the little worm into Danny's garden?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *pl* blend: *place, play, and played*. Using magnetic letters, make other words with the same beginning sound and pattern (*plant, plow, please, pluck*).
- Find and discuss the rhyming pairs: *day-play* and *saw-paw*.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, helped, moved, picked, played, stopped, and wanted*. This ending means that the action has already happened. The action happened in the past.

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 and complete the following sentence: "*The little worm played on Danny's _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

**Baby worms are not born.
They hatch from cocoons smaller than a grain of rice.**

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *pl* blend; Practicing the *-ed* suffix; Practicing rhyming words; Rereading.