



# Danny's Bean Plant

Level G / 119 words / informational fiction

High frequency words:

*eat, then, too, under, was, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What was used to make Danny's picture? What do you know about beans?"

## 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: *worry, hungry, and buy*. 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 figure out 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 did the beans look like on Monday and on Wednesday? How had the beans changed?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does it take a long time for a bean plant to grow? What do you think Danny will do with the beans when they are ready to pick?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's, I'll, and I'm*. Explain that *there's* is a contraction that means *there is*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and practice the words with the /ea/ vowel pattern: *bean, each, and eat*.
- On separate cards, write and draw what the beans looked like on each day of the week. Have the students put the cards in sequential order to match the text.

## 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: "*Danny picked the beans and made \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

The *Cloud Gate* sculpture, created by Anish Kapoor, is a popular attraction in Chicago. The sculpture is nicknamed *The Bean* because it is shaped like a bean.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ea/ vowel pattern; Sequencing.