



# Danny's Bee (the beginning)

Level A / 5 words / fiction

High frequency words:

*no, yes*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Do you have a special stuffed animal? How long have you had it? Do you remember how you got it?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the words *no* and *yes* on the pages within the text.

## 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

In 1880, Margarete Steiff began making stuffed elephant pincushions to sell to friends. But, children loved to play with them, making Steiff the first stuffed toy company.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at the point of difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What does the speaker in the story say *no* to on each page? What does the speaker say *yes* to?"
- **Inferential comprehension:** The answers are in your head. Ask, "On the last page, what is Danny dressed for in the picture? What will happen next?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.

## 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 the point of difficulty.

## Writing activity

- Write this sentence on the board: "Yes, yes, yes!" Explain the capital letter, comma and exclamation mark to students.
- Have the students write the sentence: "No, no, no!" Then have the students draw a picture that corresponds to what they have written. Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Noticing punctuation (capital letter, comma, exclamation mark).