



# Danny's Big Adventure

Level J / 1254 words / fiction

High frequency words:

*again, first, much, own, please, sleep, soon, start, thank*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in this story? What is an adventure?"

## 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: *adventure, guess, luggage, and opposite*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *cowboy, downstairs, backpack, goodbye, outside, and someone* are compound words. Pay special attention to the names of the places Dad visited while on his adventure.

## 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.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

### FUN FACT

Traveling can help improve your problem solving skills and overall brain health. Traveling can also make you more creative and smarter.

- **Literal comprehension:** The answers are in the text. Ask, "Who are the characters in this story? What were the most important events in this story? What did Danny do on his adventure? What did Dad do on his adventure?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "If you could trade places with one of the characters in this story, who would it be? Why? If you could interview Danny, what questions would you ask him? What questions would you ask Abby? What about Dad?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *chase, close, home, late, mile, race, and take*.
- Point out and discuss the contractions: *you'll, where's, she's, it's, and can't*.

## 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 a postcard - either one to Dad from Danny explaining all of his adventures with Abby, or one to Danny from Dad after one of the stops on his big trip. Have the students write on one side of the postcard and draw a picture on the other side that corresponds to what they have written.

**Teaching Points:** Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the CVCe word pattern; Noticing contractions; Rereading.