



Danny's Groundhog Day

Level F / 126 words / fiction

High frequency words:

be, its, of, or, today

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What holiday is Danny celebrating? What do you know about Groundhog Day?"

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: *baseball, February, groundhog, and shadow*. 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.

FUN FACT

Groundhogs are "true hibernators."
They hibernate from late fall to late winter or early spring.
During this time, their body temperatures drop and their heart rates slow from 80 beats per minute to just five.

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 Danny look for the groundhog? Does the groundhog see its shadow?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Would you rather have six more weeks of winter or an early spring? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *groundhog's*. Explain that the 's means possession.
- Find and discuss the rhyming pairs: *or-more, sit-it, and be-see*.
- Find and discuss the question marks throughout 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 answer the following question: "Will the groundhog see its shadow?" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (question marks); Practicing rhyming words; Introducing possessive words with the 's ending; Rereading.