



Danny's Hats

Level B / 54 words / fiction

High frequency words:

a, is, it, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "On the cover, Danny is wearing a brown hat. What are the letters on Danny's hat?"

Look through all the pictures

- As you look through the book, point out the color words: *black, blue, brown, pink, red, and white*.
- Help the children find the high-frequency phrase *It is a*.
- Help the children find the words: *police, sailor, cowboy, fireman, and grandma*. Each of these words has two syllables. Clap and count the syllables.

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

The first record of a hat is from the La Marche cave etchings in western France, dating back 15,000 years.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Which hat is black? Which hat is brown? Which hat is pink?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of a different funny hat for Danny to wear?"

Word work

- Point out the *UPS* (United Parcel Service) acronym on page 6. Explain that an acronym is an abbreviation using the first letter of each word to make a name.
- Point out that the 's in *grandma's* on page 12 means possession, showing that the hat belongs to grandma.
- Explore words that rhyme with *hat*. Notice the rhyming words have the same middle and ending letters as the word *hat*.

Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

Writing activity

- On the board, write the sentence: "*I see grandma's hat.*" Write words that rhyme with *hat*. What happens when the rhyming words are substituted for *hat* in the above sentence? Which sentences make sense?

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Practicing rhyming words that end with *-at*; Introducing possessive words with the 's ending; Introducing acronyms; Introducing color words in text.