



Danny's Toy Basket

Level B / 37 words / fiction

High frequency words:

are, in, is, me, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Danny's big basket? Why do you think they are in there? Where do you keep your toys?"

Look through all the pictures

- Using the language in the story, discuss all of the items going into the basket on each page.
- Help the children find and learn the high-frequency words: *me, my, is, and in.*
- Help the children find and learn the two-syllable word *basket*. Clap the syllables together.

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 philosopher John Dunne first pointed out in 1693 that playing with alphabet nursery blocks could be a fun way to help children learn to read.

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, "Can you name all of the items that went into Danny's basket?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why didn't Danny put Bee in the basket? Where do you keep your special toys at home?"

Word work

- Have students locate the high-frequency words in the text and practice writing.
- Notice and discuss the plural noun *blocks*.

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

- Write the following sentence on the board: "My _____ is in my basket." Have the students name some items they would like to add to the basket and complete the sentence, using the name of one of their items. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Matching words to print, one to one; Noticing plural nouns.