

Five Danny Dogs



by Mia Coulton

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Level F / 122 words / fiction

High frequency words:

five, four, saw, ten, then, was, were, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How many dogs are on the front cover? What are they doing on the quilt?"

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: *buzzing* and *quiet*. 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.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did each dog chase when he left the quilt? How many dogs were left on the quilt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he was the last dog on the quilt? How would you feel if you were being chased by one of the dogs?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *riding, sitting, and buzzing*.
- Find and discuss the rhyming pairs: *then-ten, he-bee-three, and one-fun*.
- On separate cards, write what each dog chases when he leaves the quilt: *rabbit, bird, boy on bike, and bee*. Have the students put the cards in sequential order to match 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 complete the following sentences: "One dog saw a _____. Off he went to chase the _____." Then have the students draw a picture that corresponds to what they have written.

FUN FACT

According to canine researcher Stanley Coren, some dogs can count to five, perform simple math calculations, understand up to 250 words and gestures, and trick people or other dogs in order to get treats.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *-ing* suffix; Practicing rhyming words; Sequencing; Rereading.