



Norman Wants to Play With Danny

Level G / 120 words / fiction

High frequency words:

have, now, want, why, with, yes

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Norman have in his mouth? What do you think is going to happen in this story?"

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: *frisbee, grabbed, and asked*. 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 figure out 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, "Why didn't Danny want to play ball with Norman? What changed Danny's mind?" 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 saw Norman playing with Bee? How would you feel if your friend was playing with your favorite toy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophes in the words *Danny's* and *won't*. Explain that the 's in *Danny's* means possession and that *won't* is a contraction that means *will not*.
- Help the students locate the action words (verbs) with the -ed suffix: *lived, moved, and named*. This ending means that the action already happened. It happened in the past. Using magnetic letters, have the students change the following verbs into past tense: *play* and *look*.

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: "I have a _____. Will you come play with me?" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Playing with your dog is more than just great exercise, it's a great way to bond. Here are some ideas to play with your pet: blow some bubbles, throw a frisbee, turn on the hose, play hide and seek, or play chase.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing contractions; Introducing possessive words with the 's ending; Noticing punctuation (apostrophes); Practicing the -ed suffix; Noticing action words (verbs).