

Danny and Norman at the Car Show

Level B / 36 words / fiction

High frequency words:
the, to, we, went

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where do you think Danny is in the picture? What do you think is going to happen in this story? Have you ever been to a car show?"

Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable words: *orange, silver, and yellow*. Clap and count 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

Since 1981, the Chevy Corvette has been manufactured only in Bowling Green, Kentucky and is the official sports car of the Commonwealth of Kentucky.

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, "How many cars did Danny and Norman see? Who took them to the car show?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Which car do you think Danny liked the best? Which car do you like the best? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Ask students to find the color words in the text: *black, orange, red, silver, white, and yellow*.
- Find the articles *a* and *an* throughout the book. Point out that *a* is used in front of a noun (person, place, or thing) that begins with a consonant and *an* is used before a noun that begins with a vowel.

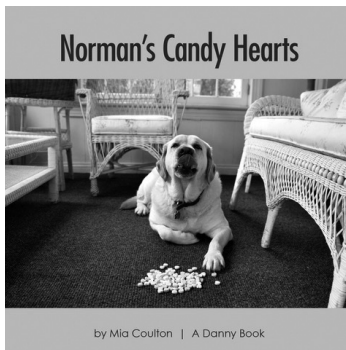
Rereading for fluency

- 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

- Have the students write and complete the following sentence using the appropriate article: "We saw *a/an* _____ car." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Introducing the articles *a* and *an*; Practicing color words; Rereading.



Norman's Candy Hearts

Level B / 38 words / fiction

High frequency words:

is, look, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman will do with the candy hearts? How do you feel about candy hearts?"

Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable word *candy*. 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

Try dropping some candy hearts into carbonated soda. The candies are denser than the soda and will sink to the bottom. When carbon dioxide bubbles in the soda stick to the candies, they float up through the soda. This up-and-down motion makes the heart candies appear to slowly *dance* in the soda.

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, "To how many friends does Norman give candy hearts? What candy heart does Norman give to you?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would you write on a candy heart for your friend? What would you write on a candy heart for your teacher?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Notice and discuss the plural noun *hearts*.
- Find and discuss the interjection *yum*. An interjection is a word that shows emotion.

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

- Have the students write and complete the following sentences: "*This candy heart is for you. It says _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Introducing interjections; Practicing plural nouns; Rereading.



Stink Bugs in Danny's House

Level C / 68 words / fiction

High frequency words:

look, on, where

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a stink bug? How do you think Danny feels about stink bugs?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *everywhere, stink, and toilet*. Have them clap and count the syllables in these multisyllabic words.

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.

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 did Danny find stink bugs in his house? What did Danny say to the stink bugs each time he would find them in his house?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Danny wanted the stink bugs out of his house? What do you do when you find a bug in your house?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words in the text: *floor-door, book-look, and eat-seat*.
- On separate cards, write each place Danny found stink bugs in his house: *book, floor, wall, door, toilet seat, food dish, and head*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

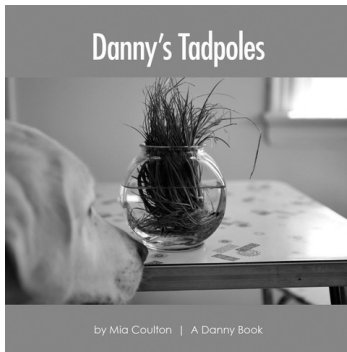
Writing activity

- Have each student write and complete the following rhyming sentences: "I see a stink bug on the _____. I see a stink bug on the _____" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Stink bugs emit a foul odor whenever they feel threatened or when crushed. This method of defense proves to be a very successful tactic against any potential predators. Some people have compared the scent to that of cilantro, skunks, or apples with rice.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing rhyming words; Sequencing; Rereading.



Danny's Tadpoles

Level D / 69 words / informational fiction

High frequency words:

at, are, one, put, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is looking at in the bowl? What do you know about tadpoles?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *lettuce* and *tadpole*. Have them clap and count the syllables in these multisyllabic words.

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.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

When Darwin's frog tadpoles hatch, a male frog swallows the tadpoles. He keeps the tiny amphibians in his vocal sac to allow them to grow. After 60 days, he then proceeds to cough up tiny, fully-formed frogs.

- **Literal comprehension:** The answers are in the text. Ask, "During what season of the year did Danny find tadpoles? What do tadpoles like to eat?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever watched a tadpole change into a frog? Why do you think frogs do not keep their tails?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help students find the word *frog* with the *fr* onset. Discuss and list more words with the *fr* beginning sound (*free, fry, frown, fruit*).
- On separate cards, write each stage of the frog's life cycle: *egg; tadpole with tail; tadpole with tail and legs; tadpole with tail, legs, and arms; tadpole with legs, arms, and shorter tail; frog*. Have the students put the cards in sequential order to match the text and the Frog Life Cycle illustration.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "One day I looked at the tadpole. The tadpole grew _____." Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *fr* onset; Introducing the Frog Life Cycle; Sequencing; Rereading.

Oh No, Norman!



by Mia Coullton | A Danny Book

Oh No, Norman!

Level D / 82 words / fiction

High frequency words:

away, no, that, what, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Norman doing with Bee? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *sometimes, eye, friend, and forgot*. 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.

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 was Norman playing with Bee? How did Bee get hurt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he realized Bee was torn? What do you think Danny will think when he finds out?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and discuss the action words (verbs) that have the *-ed* suffix: *loved, cried, called, liked, shouted, worried, and picked*. This ending means that the action has already happened. It happened in the past.
- Find and discuss the rhyming pair *ran-can*. Using magnetic letters, create words with the same *an* rime pattern (*man, fan, pan, ran, tan*).

Rereading for fluency

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

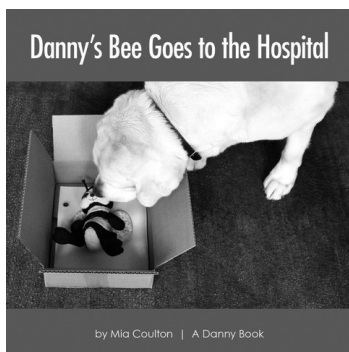
Writing activity

- Have each student write the following sentence: "*Sometimes Norman loved Bee a little too much.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Googly eyes (aka jiggly eyes) are most commonly known as small plastic craft supplies used as eyeballs. They have an outer shell with black dots that move around.

Teaching Points: Introducing new words; Practicing words with the *an* rime; Finding and clapping multisyllabic words; Introducing the *-er* suffix; Rereading.



Danny's Bee Goes to the Hospital

Level G / 149 words / fiction

High frequency words:

be, from, going, new, take, then, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why do you think Danny put Bee in the box? What do you think will happen in this story? Have you ever gone to the hospital?"

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: *hospital, calm, and package*. 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.

FUN FACT

A doll hospital is a workshop that specializes in the restoration or repair of dolls. One of the oldest doll hospitals was established in Lisbon, Portugal in 1830. There is even a Doll Doctors Association in the United States.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "When Norman was playing with Bee, what happened to Bee? What was Danny's idea to fix Bee?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he had to tell Danny what happened to Bee? Have you ever accidentally broken a friend's toy? How did that make you feel?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the /ow/ phoneme: *found, shouted, and down*.
- Find and discuss the homophones *eye-I* and *be-Bee* in the story. Homophones are words that sound alike, but have different spellings and meanings.

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 sentence: "*I have a great idea! Let's send Bee to the _____.*" 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 apostrophes in contractions; Noticing possessive words with the 's ending; Practicing words with the /ow/ phoneme; Introducing homophones.