



# Danny and Bee's Book of Opposites

Level D / 41 words / fiction

High frequency words:

*big, down, little, open, out, want*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are opposites? Can you think of some examples? What do you think Danny and Bee are going to do in this book?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Ask the children to find the pairs of opposite words in the text: *big-little, closed-open, down-up, and out-in*. Opposites are also called *antonyms*.

## 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

A *contronym* is a word with a homonym (another word with the same spelling, but different meaning) that is also an *antonym* (a word with the opposite meaning).  
Some examples are *dust, buckle and cleave*.

- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the times Bee and Danny do opposite things in the story?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other opposites between Bee and Danny? What are some examples of opposites between you and Danny?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students list the pairs of opposites previously located in the text: *big-little, closed-open, down-up, and out-in*.
- Point out the exclamation mark on page 16. Briefly explain exclamation marks.

## 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 choose one of the opposite pairings from the story. Have them write a sentence about that pairing and then draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Noticing punctuation (exclamation marks); Introducing *antonyms* (opposite pairs); Rereading.