



# Danny and the Runaway Train

Level C / 110 words / fiction

High frequency words:

*and, at, big, got, it, look, off, on, play, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been on a train? Why is Danny wearing that hat and shirt?"

## 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: *again* and *runaway*. Clap and count the syllables in these 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

Train whistles are sounded for safety reasons – to warn of approaching trains. Engineers sound horns before all public crossings and must follow a standardized pattern: two long, one short, and one long blast.

- **Literal comprehension:** The answers are in the text. Ask, "What happens to the train as Bee goes around and around? Why is the train called a runaway train?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever gone for a ride on something that was going very fast? How did that make you feel? How do you think Bee is feeling as the train goes off the track? How do you think Danny felt as he watched the train go faster and faster?"

## 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 tr blend: *train* and *track*. Using magnetic letters, make other words with that same beginning sound (*try, tree, trick, truck*).
- Have the children find the exclamation marks and quotation marks in the story.

## 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 draw a picture of a scene from the story then have them write a sentence or two that corresponds to what they have drawn.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Noticing punctuation (exclamation marks and quotation marks); Practicing words with the *tr* blend; Rereading.