



Danny's Picture Day

Level D / 66 words / fiction

High frequency words:

at, big, for, good, look, no, on, put, said, want, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What kinds of faces is Danny making on the cover? Why do you think he keeps getting his picture taken?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the rhyming pairs: *can-man*, *cheese-please*, and *day-say*.

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

Back in the 1820s, early cameras would take several hours to actually capture a photograph. People never smiled in the old photos because they had to stay still for too long.

- **Literal comprehension:** The answers are in the text. Ask, "How many times did Danny get his picture taken?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it took so many times for Danny to get his picture right? Do you think he liked having his picture taken? Do you like having your picture taken? Why or why not?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Remind the students about the rhyming pairs found in the text. Have them list other words to include in each group.
- Point out the quotation marks throughout the text. Briefly explain quotation 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 write and complete the following sentence: "Danny got his picture taken ____ times." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Practicing words that rhyme; Rereading; Noticing quotation marks.