



# Get Down Danny

Level C / 32 words / fiction

High frequency words:

*down, get, is, on, said, the, up*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing in the cover picture? Why do you think the book is called *Get Down Danny*? What do you think this story will be about?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high frequency words: *up, on, and down*. Explain that these words are directional words that help the reader understand the position or direction of Danny in the story.

## 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

71% of pet owners sleep with their pets, according to a survey. Of those people, 43% let their pet sleep with them every night.

## 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, "Can you list the places Danny goes up onto in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is Danny not allowed up on the bed or the couch? Why do you think Danny keeps getting on the bed or the couch?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students discuss and list more positional and directional words that they know (*under, above, over, and beside*).

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Listen and again prompt for strategy use at difficulty.

## Writing activity

- Have the students copy and complete the following sentence: "*Danny is on the \_\_\_\_\_.* Get down, Danny!" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Rereading; Introducing positional and directional words.