



# Spy Danny

Level I / 230 words / fiction

High frequency words:

*always, around, ate, first, know, long, pretty*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in the story? Have you ever pretended to be a spy?"

## 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: *eyebrows, clippers, footprint, magnifying, mustache, and outside*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyebrows, footprints, and outside* are compound words.

## 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.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

## After reading

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Where does this story take place? What do you know about the characters in the story? What was the problem? How did the characters solve the problem?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would you have done if you were one of the characters in this story? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *know* and *no* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the plural nouns: *bushes, glasses, clippers, spies, and shoes*.

## 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

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

### FUN FACT

**There have been animal spies throughout history. Homing pigeons dispatched messages between groups, while ravens and cats retrieved documents and served as living listening devices.**

**Teaching Points:** Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Noticing homophones; Practicing plural nouns; Rereading; Introducing the story map graphic organizer.

Name .....

# Story Map Organizer

Characters

Setting

Beginning

Middle

End