

Ornithologist Danny

Level C / 64 words / informational

High frequency words:

am, big, for, like, look, on, to

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Danny have over his eyes? What do you think an ornithologist does?"

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: *ornithologist, listen, and scientist*. Have them clap and count the syllables.

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

Ostrich eyes are the largest of any animal that lives on land. Approximately the size of a billiard ball, their eyes are actually bigger than their brains (mentalfloss.com).

- **Literal comprehension:** The answers are in the text. Ask, "What types of birds did Danny see on the fence? Which bird did Danny see flying through the air? How many birds did Danny see altogether?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What types of birds do you see where you live? Have you ever used binoculars? Why do you think Danny likes to use binoculars when looking at birds?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words with the *-ing* ending: *flying, going, looking, and sitting*.
- Have the children find the color words in the story: *black, blue, red, and yellow*.

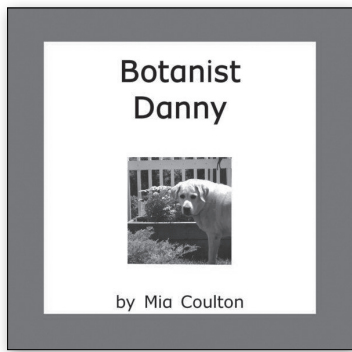
Rereading for fluency

- 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 sentence: "I see a _____ bird sitting on the fence." Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing base words with the *-ing* ending; Introducing color words in text; Rereading.



Botanist Danny

Level E / 59 words / informational

High frequency words:

am, are, at, but, do, going, here, is, it, like, look, not, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "A *botanist* is a scientist who studies plants. What do you know about plants? Can you name a few different types of plants? How can plants be useful to people?"

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: *botanist, scientist, flowers, and poison*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Danny do to the first plant he finds? What plant does Danny find next? What is the third plant Danny finds?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Read the *poison ivy* poem in the book. Ask, "What do you think this poem means? What could happen if you touched poison ivy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the rhyming words in the poison ivy warning, "*Leaves of three, leave them be.*" The words *leaves* (more than one leaf) and *leaves* (to go away) are *homophones*, two words that sound the same, but mean two different things.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

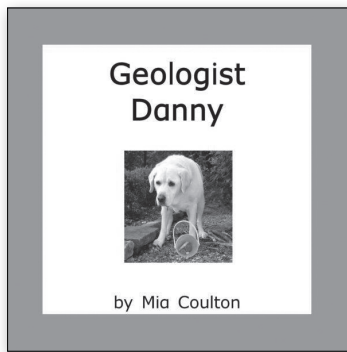
Writing activity

- Write: "*Leaves of three will not touch _____!*" on the board. Ask the students to write and complete the new poison ivy warning rhyme. Then have them draw a picture that corresponds to what they have written.

FUN FACT

Plants make life on Earth possible. They help regulate the water cycle, provide oxygen to breathe, and are the basis of the food chain that keeps all life on Earth supported. Hooray for plants!

Teaching Points: Introducing new words; Practicing rhyming words; Finding and clapping multisyllabic words; Introducing homophones; Sequencing.



Geologist Danny

Level E / 75 words / informational

High frequency words:

and, big, it, on, put, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny has in his orange bucket? The word *geologist* is the scientific word for a person who studies the earth and its rocks (*geo* is Greek for earth + *logy* means the study of)."

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: *geologist*, *scientist*, and *bucket*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What color is the biggest rock? How many rocks does Danny put in his bucket?" Have the students read the page that supports each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "What other colors might rocks be? What do you think is under the rocks on page 15?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the word *bucket* with the *et* ending. Discuss other words that end this way (*rocket*, *basket*, and *helmet*).
- Find and discuss the words with the /ck/ phoneme: *rock*, *pick*, *black*, and *bucket*. Using magnetic letters, make other words with the same sound (*clock*, *sick*, *pack*, *racket*).

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

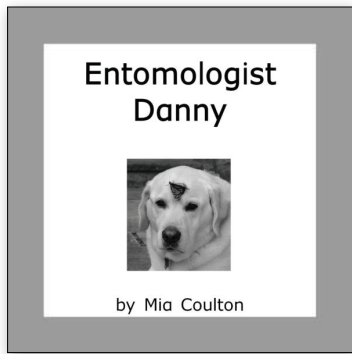
Writing activity

- Have the students write and complete the following sentence: "Danny picks up a _____ and puts it in his _____." Then have them draw a picture that corresponds to what they have written.

FUN FACT

One of the largest collections of rocks and gemstones in the world is at the Smithsonian Museum of Natural History in Washington, D.C. It houses nearly 10,000 gems and 350,000 mineral specimens.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing the *et* ending; Practicing the /ck/ phoneme; Rereading.



Entomologist Danny

Level F / 77 words / informational

High frequency words:

an, do, eight, has, six

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on Danny's head in the picture? What is an entomologist?"

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: *insect, spider, entomologist, scientist, and butterfly*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

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 decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How many legs does an insect have? Is a spider an insect?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other insects can you name? Would you like to be an entomologist? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the articles *a* and *an* on page 12. Point out that *a* is used in front of a noun (person, place, or thing) that begins with a consonant and *an* is used before a noun that begins with a vowel.
- Find and discuss the plural nouns: *insects, spiders, and legs*.

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.

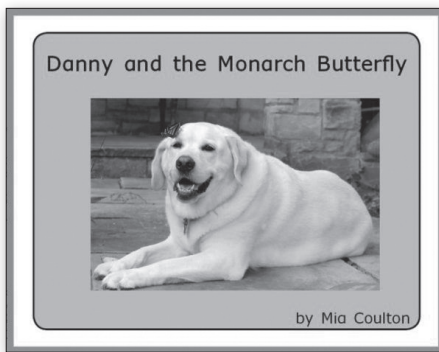
Writing activity

- Have each student write and complete the following sentences: "A(n) _____ has six legs. It is an insect." Have the students use the article (either *a* or *an*) that best fits the noun they choose to complete their sentence. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Insects do not breathe through their mouths the way people and dogs do. Insects breathe through small holes called spiracles in the sides of the hard outer covering of their bodies.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing plural nouns; Practicing the articles *a* and *an*; Noticing nouns; Rereading.



Danny and the Monarch Butterfly

Level I / 282 words / informational

High frequency words:

again, around, every, found, first, open, small, soon, very

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: diagram, glossary, photographs.
- Possible discussion questions: "Where have you seen a monarch butterfly? What do you know about monarch butterflies?"

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: *butterfly, caterpillar, larva, pupa, metamorphosis, milkweed, and monarch*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *butterfly* and *milkweed* 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

Monarch butterflies may all look the same, but there is a difference. Males have thinner wing veins and have two black spots on their lower wings. Females have thicker wing veins and no black spots on their lower wings.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What was the main idea of this book? What did you learn about the butterfly's life cycle?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What did you find interesting in this book? Why? What do you think will happen to the butterfly next?"

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 *-ed* suffix: *changed, dropped, hatched, looked, and watched*.
- On separate cards, write and draw each stage of the butterfly's life cycle: *egg, caterpillar, chrysalis, and butterfly*. Have the students put the cards in sequential order to match the text.

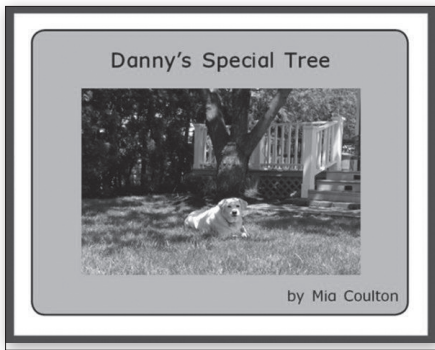
Rereading for fluency

- 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

- Have the students create a timeline wheel graphic organizer with text and drawings for the butterfly's life cycle in this story. A timeline wheel allows students to list information in sequential order. Once complete, have the students use the information on their timeline wheel to write a sentence about butterflies.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing words with the *-ed* suffix; Sequencing; Rereading; Introducing the timeline wheel graphic organizer.



Danny's Special Tree

Level M / 400 words / informational

High frequency words:

about, ask, clean, pull, together

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: italicized words, diagram, bold words, glossary, photographs.
- Possible discussion questions: "What are your predictions for this book? What do you know about the environment?"

Look through all the pictures

- Using the language in the text, 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: *special, shelter, carbon dioxide, oxygen, breathe, recycle, photosynthesis, and scientist*. Discuss meaning, word structure, and sounds you expect to hear in those 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny like his tree? What promise did Danny make?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What did you learn that you didn't know before? Why do you think the author wrote this story? How do you know? How has your opinion of trees changed after reading this book?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words: *made-shade, sees-trees, spill-will, and store-more*.
- Find and discuss the plural nouns: *pictures, trees, pancakes, insects, leaves, and boxes*.

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

- Together, create a web diagram graphic organizer for *Danny's Special Tree*.
- Find and discuss Danny's promise about how he will protect his special tree and the earth. Discuss his plan to reduce, reuse, and recycle. Have each student write their own promise for taking care of the earth and then have them draw a picture that corresponds to what they have written. Have them share their promises with each other.

FUN FACT

Each ton of recycled paper can save 17 trees, 380 gallons of oil, three cubic yards of landfill space, 4,000 kilowatts of energy, and 7,000 gallons of water!

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Practicing rhyming words; Practicing plural nouns; Rereading; Introducing the web diagram graphic organizer; Introducing environmentalism.