

Look at Danny



by Mia Coulton

Look at Danny

Level C / 39 words / fiction

High frequency words:

at, he, in, is, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrase *Look at Danny*.
- Help the children find words with the *-ing* ending: *eating, jumping, riding, sitting, and sleeping*.

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 noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Danny is jumping? Can you find the page where he is sleeping?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other *ing* words could be added to this book? Examples are: *drinking, smiling, swimming, or barking*."

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the *-ing* words. Point out that these words are made up of a base word + *ing*.

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 students write a new page for the book by completing the following sentence: "*Look at Danny. He is _____ing.*" 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.

FUN FACT

Dogs were bred to do different jobs.
Some dogs are very fast or can jump high.
Labrador Retrievers, like Danny,
were bred to help fisherman. They love the water
and are strong swimmers.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing base words and the *-ing* ending.

Danny and the Four Seasons



by Mia Coulton

Danny and the Four Seasons

Level C / 55 words / fiction

High frequency words:

be, can, I, in, is, it, see, the, what, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are the four seasons throughout the year? What season is it in the cover photograph?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice the changes in the yard for each season by asking, "How is the yard different in this picture?"
- Help students locate the word *must*. Ask students, "What is the beginning sound of *must*?"
- Have the children locate words that may be new to them: *flowers, leaves, and season*.

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

Spring is the favorite season for 36% of Americans, according to a 2005 Gallup Poll.
Fall is favored by 27% and summer by 25%.
Only 11% like winter best.

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 find Danny in every picture? In which picture are you not able to see Danny?"
- **Inferential comprehension:** The answers are in your head. Ask, "Where is Danny in the picture on page 7?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students clap the two-syllable words: *flowers, summer, winter, and season*.

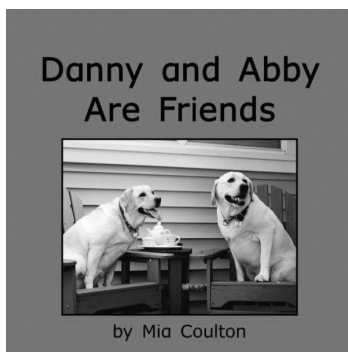
Rereading for fluency

- 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

- Write the words: *spring, summer, fall, and winter* on the board. Have students choose a season and write the following sentence: "It must be _____. " 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: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Finding and clapping two-syllable words; Introducing seasons of the year.



Danny and Abby Are Friends

Level E / 109 words / fiction

High frequency words:

have, her, run, she, sit, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is with Danny? What are they doing? What does it mean to be a friend?"

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: *together, after, closet, and funny*. 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 do Danny and Abby like to do together? How does Danny feel when he is with Abby?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What are some other things Danny and Abby may like to do together? What are some things you like to do with your friends?"

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 -er suffix: *bigger* and *faster*. The -er suffix is added to the end of a base word when comparing one thing to another.
- On separate cards, write each activity Danny and Abby like to do together. 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 and intonation.

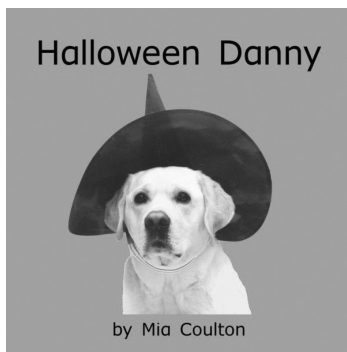
Writing activity

- Have each student each write and complete the following sentence: "*Danny and Abby like to _____ together.*" 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.

FUN FACT

"I get by with a little help from my friends."
- The Beatles

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing the -er suffix; Sequencing.



Halloween Danny

Level E / 51 words / fiction

High frequency words:

his, it, on, put, what

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Danny have on his head? Why do you think Danny is wearing that hat?"

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: *uniform, rabbit, Halloween, football, floppy, and mirror*. 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, "How many costumes did Danny try on? What costume did Danny finally choose? Why did Danny choose not to wear a costume?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What costumes have you worn? Do you like wearing costumes? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *tight-night*. Using magnetic letters, make other words that follow the same pattern (*right, bright, light, fright, might*).
- Point out the quotation marks on page 10. Briefly explain quotation marks.

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

- Thinking about the costumes Danny tried on, have each student write and complete the following sentences: "*Danny put on _____. It was too _____.*" 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.

FUN FACT

Over 90% of parents steal their children's Halloween candy!

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (quotation marks); Practicing rhyming words; Rereading.

Danny Gets Fit



by Mia Coulton

Danny Gets Fit

Level E / 177 words / fiction

High frequency words:

do, get, good, have, no, of, run, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Danny? What is he standing on?"

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: *breakfast, exercise, morning, pancakes, and tomorrow*. 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.

FUN FACT

Depending on the breed, dogs should have between 30 and 120 minutes of exercise a day. Other than walking, some fun activities include: dogo (dog yoga), swimming, playing fetch, agility classes, and chasing bubbles.

- **Literal comprehension:** The answers are in the text. Ask, "How does Dad know it's time for Danny to get fit? What are some of the ways Danny can get fit? When does Danny decide to get fit?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What does Danny think about getting fit? Why is it important to get fit? What are some ways you can get fit?"

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 *st* blend: *breakfast* and *stay*.
- On separate cards, write each way that Danny tries to get fit: *eat, run, exercise, stretch, drink, and rest*. These are all action words (verbs). Have the students put the cards in sequential order to match the text.

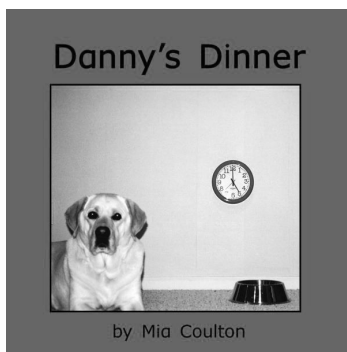
Rereading for fluency

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

Writing activity

- Using the list of action words, have each student write and complete the following sentences: "Danny will get fit. Danny can _____." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *st* blend; Introducing action words (verbs); Sequencing.



Danny's Dinner

Level G / 142 words / fiction

High frequency words:

be, don't, good, have, how, so, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is thinking about in the picture? How do you think he is feeling?"

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: *buy* and *worry*. 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 figure out 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, "What time does Danny eat dinner? What time was it when Danny finally got to eat his dinner?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he realized there was no more food for Danny? How would you feel if you had to eat the same thing for dinner everyday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's*, *don't*, *I'll*, and *I'm*. Explain that *there's* is a contraction that means *there is*, *don't* means *do not*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and discuss the rhyming sets: *you-do-to*, *so-no-oh*, and *for-more-store*.
- Point out the quotation marks, question marks, and exclamation marks throughout 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 each student elaborate on the text by adding what happened next after Danny ate his dinner. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Some people foods are bad for dogs. A few of these foods are: almonds, avocados, chocolate, garlic/onions, grapes/raisins, macadamia nuts, xylitol, and yeast.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Noticing punctuation (quotation marks, question marks, exclamation marks); Practicing rhyming words; Adding dialogue with illustrations.