

Danny's Toy Basket

Level B / 37 words / fiction

High frequency words:

are, in, is, me, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Danny's big basket? Why do you think they are in there? Where do you keep your toys?"

Look through all the pictures

- Using the language in the story, discuss all of the items going into the basket on each page.
- Help the children find and learn the high-frequency words: *me, my, is, and in.*
- Help the children find and learn the two-syllable word *basket*. Clap the syllables together.

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

The philosopher John Dunne first pointed out in 1693 that playing with alphabet nursery blocks could be a fun way to help children learn to read.

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 name all of the items that went into Danny's basket?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why didn't Danny put Bee in the basket? Where do you keep your special toys at home?"

Word work

- Have students locate the high-frequency words in the text and practice writing.
- Notice and discuss the plural noun *blocks*.

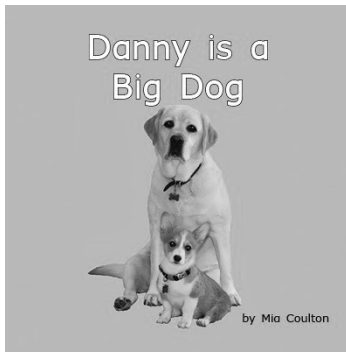
Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

Writing activity

- Write the following sentence on the board: "My _____ is in my basket." Have the students name some items they would like to add to the basket and complete the sentence, using the name of one of their items. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Matching words to print, one to one; Noticing plural nouns.



Danny is a Big Dog

Level C / 52 words / fiction

High frequency words:

and, big, has, is, little, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover with Danny? How are the two dogs alike? How are they different?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high frequency words *big* and *little*.
- Help the children find the words that may be new to them: *hole, stick, bone, and pest*.

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.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.

FUN FACT

Penny is a Pembroke Welsh Corgi. Pembroke Welsh Corgis are a favorite dog breed of the British Royal Family. Queen Elizabeth II has had over 30 Corgis in her lifetime.

- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Penny digs a hole? What size is Danny's bone?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny's bed compares with Penny's bed? How do you think Danny feels about Penny?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Introduce the concept of *antonyms* by explaining that *big* and *little* are opposites of each other. Find examples of items that are *big* and *little* throughout the text.
- Using magnetic letters, have students create words that rhyme with *pest* (*nest, rest, and best*).

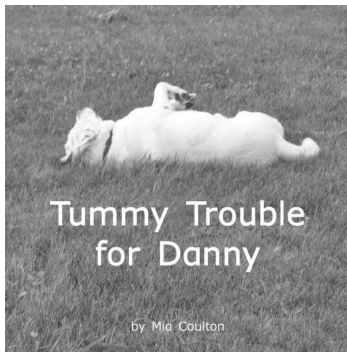
Rereading for fluency

- 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 the sentence: "*Penny is a big pest!*" How should the sentence be read? Have the students write another sentence with an exclamation mark at the end. Then have them draw a picture that corresponds to what they have written. Encourage the independent attempts to spell words correctly.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Noticing punctuation (exclamation marks); Introducing *antonyms*; Practicing rhyming words that end with *-est*.



Tummy Trouble for Danny

Level C / 50 words / fiction

High frequency words:

are, at, for, look, me, no, on, to, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover? What does the title suggest about why Danny is on his back?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *look*.
- Have the children find the words that may be new to them: *apples, trouble, and crab*.

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 sees the crab apples up in the tree? Can you find the page where Danny eats the crab apples?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you think a crab apple tastes like? What did Danny think of the crab apples?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students find the rhyming words *plop* and *drop*.
- *Crab* has a *cr* beginning. Have students make the *cr* sound. Ask students to think of other words that begin with *cr* (*crawl, crack, and crayon*).

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.

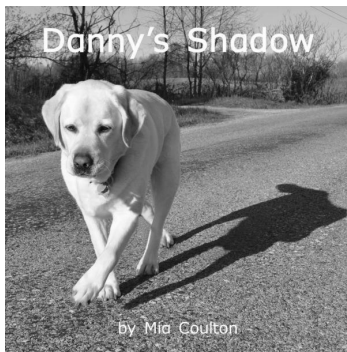
Writing activity

- Have students write the sentence: "*Danny likes to eat crab apples.*" 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

Apples are good for dogs. They clean teeth, freshen breath, and are a good source of fiber and Vitamins A and C.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the *cr* sound at the beginning of a word; Introducing rhyming words that end with *-op*.



Danny's Shadow

Level C / 76 words / fiction

High frequency words:

am, and, come, here, like, me, my, play, too, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the ground next to Danny in the cover picture?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the word *day*. Ask the students, "What type of day is it? Is it a sunny day?"
- Help the children find the new word *shadow*. Have them notice the *sh* sound at the beginning of the word.

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, "What does Danny like to do with his shadow?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How could Danny make a shadow without the sunshine? What kind of shadow shapes could you make?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students find the word *shadow* in the story. Have them think of other words that start with the *sh* sound and write them on the board (*shade, shape, and shiny*).

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

- Using the student generated list of *sh* words on the board, have the students make up a sentence using as many *sh* words as possible. For example: "*Danny's shadow can shake in the shade.*" 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

A sundial uses shadows to tell time. It is the earliest known timekeeping device and dates back more than 5,000 years.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing words beginning with the *sh* sound.



Bats in Danny's House

Level D / 59 words / fiction

High frequency words:

here, help, that, was, what

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is flying above Danny in the cover photograph? Have you ever seen a bat? What do you know about bats? Are they animals that we welcome into our homes?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *help, here, and was*.
- Have the children find the words that may be new to them: *yells* and *cries*. Help students determine what it means when Danny *yells* and *cries* 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

Bats are natural bug zappers and play an important role in keeping nature's balance. A single brown bat can eat up to 1,000 mosquitoes in one hour.

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 sound does the bat make? How does Bee get the bat to leave the house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny feel about the bat in the house? How can you tell?"

Word work

- The words *that* and *bat* have the same at ending. Have the students list other words that end the same way (*cat, rat, sat, mat*).
- Have the students locate the *-ing* words *resting* and *flying*. Count and clap the syllables.
- Help the students locate the word *swish*. This word describes a sound. Have them create other words that end in *ish* (*fish, wish, dish*).

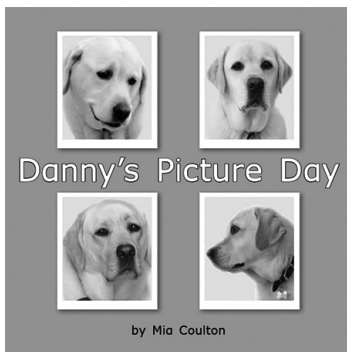
Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Have each student write the following sentences: "What is that? It's a bat!" 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; Introducing the *-ing* ending; Practicing the ending sounds *at* and *ish*; Noticing punctuation (question marks and exclamation marks); Finding and clapping two-syllable words.



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.