

# My Name is Norman

Level B / 24 words / fiction

High frequency words:

*are, is, my*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Norman? What do you think we will learn about Norman?"

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find the high-frequency words: *are, my, and is.*
- Help the children find the color words: *black, brown, pink, white, and blue.*

## 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

Labrador Retrievers can be black, brown, or yellow. Norman is a yellow lab. Yellow labs can vary in color from a light cream to a deep fox red.

## 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 color is Norman's nose? What color are his eyes? What color is his tongue?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to know about Norman?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Locate the color words in the text: *black, brown, pink, white, and blue.* Ask students to help make a list of other colors.

## 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 color words on the board *pink, red, black, brown, blue, and green.* Have the students complete the following sentences using the words on the board: "My tongue is \_\_\_\_\_. My eyes are \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with their fingers, one to one; Introducing color words in text.

## Danny Meets Norman



# Danny Meets Norman

Level C / 56 words / fiction

High frequency words:

*and, here, is, like, me, play, to, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is that little dog? What does it look like they are doing? What do you think Danny will think of him?"

### 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: *like, play, and with*.
- Help the children find the following words by predicting how the words begin and end: *puppy, walk, and Norman*.

### 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

**Most dogs follow a pattern of polite behaviors when meeting each other for the first time. During this greeting, it is polite for dogs to glance at each other, look away, approach from the side, and sniff each other. Moving too quickly or staring is considered rude.**

### 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 is the puppy's name? What do Danny and puppy Norman like to do together?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does it look like Danny and Norman are doing on page 11? How do you think Danny feels about Norman?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students locate the possessive word *puppy's* on page 4. Discuss why the possessive form of the word is used here.

### 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 copy and finish the sentence: "*Danny likes to \_\_\_\_\_ with puppy Norman.*" 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; Introducing possessive words with the 's ending.



# Norman's First Halloween

Level C / 53 words / fiction

High frequency words:

*am, be, said, to, too, want*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Norman and Danny dressed as for Halloween?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the words *said* and *want*.
- Find the words that may be new to them: *pumpkin, wizard, and witch*.

## 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 costume does Norman try first? What costume does Norman try last?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other costumes would you like Danny and Norman to try? What do you think Norman should be for Halloween?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the words in quotation marks on each page. Discuss what that means.
- Have the students find the words for each costume: *pumpkin, shark, wizard, and witch*.

## 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.

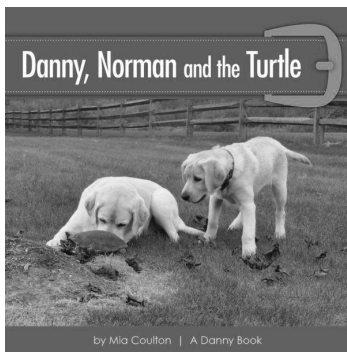
## Writing activity

- Have students write and complete the following sentence: "*'I want to be a \_\_\_\_\_,' said Norman.*" Then have them draw a picture to match the sentence.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

Halloween wouldn't be the same without pumpkins. In 2014, the top producing pumpkin states - California, Illinois, Michigan, New York, Ohio, and Pennsylvania - produced 1.31 billion pounds of pumpkins!

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Sequencing; Noticing punctuation (quotation marks).



# Danny, Norman and the Turtle

Level F / 65 words / fiction

High frequency words:

*are, have, on, play, where, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Norman looking at in the cover photo? What do you think will happen in this story?"

## 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: *yelped* and *turtle*. 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, "What does Norman see in the yard? What does Danny tell Norman about the turtle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Norman was afraid of the turtle? What do you know about turtles?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *slow* with the *sl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*slip, slide, slug*).
- Point out the apostrophe in the words *let's* and *it's*. Explain that *let's* is a contraction that means *let us* and *it's* is a contraction that means *it is*.
- Help the students locate the words with the *-ing* suffix: *coming, moving, and resting*.

## 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.

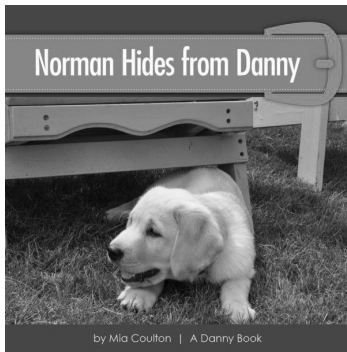
## Writing activity

- Have each student write the following sentences: "*Let's go see what it is. It's a slow moving turtle.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Painted turtles grow to be four to ten inches long and the color of their shells can be dark olive green to black. They get their name from the red, orange, and yellow stripes on their necks, heads, and tails.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Introducing words ending with the *-ing* suffix; Practicing words with the *sl* blend; Rereading.



# Norman Hides from Danny

Level F / 113 words / fiction

High frequency words:

*came, from, him, out, ran, want, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why is Norman under the chair? What do you think will happen in this story?"

## 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, behind, and outside*. 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, "What game do Norman and Danny play together? Where did Norman hide from Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does Norman like to stay near Danny when they play? How do you think Norman felt when Danny did not come to find him? Have you ever felt alone or forgotten?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the prepositions: *behind, inside, outside, and under*. Explain that prepositional phrases can tell us where something is.
- Find and discuss the rhyming words: *hid-did, away-stay-play, and tree-he-me-we*.

## 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.

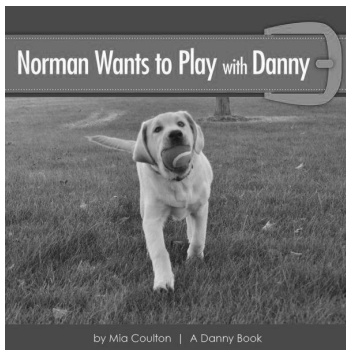
## Writing activity

- Have each student write the following sentences: "*I did not want to hide from Danny. I wanted to find Danny.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

**Playing hide-and-seek with your dog can be fun! Tell your dog to sit/stay out of sight and hide a favorite toy. Release your dog from the sit/stay, and ask her to "Find it!" When your dog locates the hidden object, praise happily and excitedly. Then, start all over again, making the hiding spot more difficult each time.**

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing rhyming words; Introducing prepositions; Rereading.



# Norman Wants to Play With Danny

Level G / 120 words / fiction

High frequency words:

*have, now, want, why, with, yes*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Norman have in his mouth? What do you think is going to happen in this story?"

## 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: *frisbee, grabbed, and asked*. 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, "Why didn't Danny want to play ball with Norman? What changed Danny's mind?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he saw Norman playing with Bee? How would you feel if your friend was playing with your favorite toy?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophes in the words *Danny's* and *won't*. Explain that the 's in *Danny's* means possession and that *won't* is a contraction that means *will not*.
- Help the students locate the action words (verbs) with the -ed suffix: *lived, moved, and named*. This ending means that the action already happened. It happened in the past. Using magnetic letters, have the students change the following verbs into past tense: *play* and *look*.

## 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: "I have a \_\_\_\_\_. Will you come play with me?" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Playing with your dog is more than just great exercise, it's a great way to bond. Here are some ideas to play with your pet: blow some bubbles, throw a frisbee, turn on the hose, play hide and seek, or play chase.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Introducing contractions; Introducing possessive words with the 's ending; Noticing punctuation (apostrophes); Practicing the -ed suffix; Noticing action words (verbs).