

Danny and The Big Race

Level C / 31 words / fiction

High frequency words:

and, here, is, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover? Can you think of some reasons why Danny is wearing a red band?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *runner* and *winner*. Point out the -er ending of these words.

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 each of the four color words in the story? Who wins the race?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Look carefully at the runners and their colors in the book. Which runner, do you think came in second? Who might have come in third and fourth in the race?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the color words in the story: *blue, red, purple, and yellow*.
- Explain that the -er ending gives the dogs a special characteristic. Someone who runs becomes a *runner*. Someone who wins becomes the *winner*.

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.

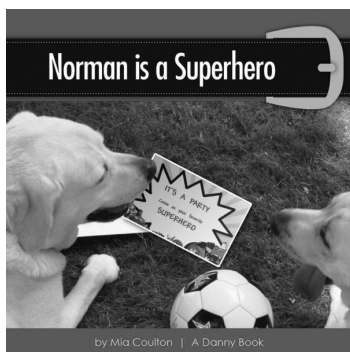
Writing activity

- Have the students complete the following sentences by adding *er* to words to create a character with a special characteristic: "Danny writes. Danny is a _____. Danny reads. Danny is a _____. Danny jumps. Danny is a _____." Then have them draw a picture that corresponds to what they have written.

FUN FACT

Labrador retrievers can run as fast as 18 miles an hour.
The fastest dog is the greyhound,
which can run up to 43 miles an hour.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the -er suffix; Introducing color words in text.



Norman is a Superhero

Level E / 58 words / fiction

High frequency words:

come, get, who, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where are Danny and Norman? What does Danny have in his paws? What do you think this story will be about?"

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: *soccer, playing, super, and superhero*. 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 the mail person deliver to Danny and Norman? What were Danny and Norman doing when the mail was delivered? What does Norman decide to be for the superhero party?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny and Norman feel about being invited to the party? What types of activities do you think there will be at the superhero party?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- 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*.
- Point out the quotation marks and exclamation marks throughout the text. Briefly explain these punctuation 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.

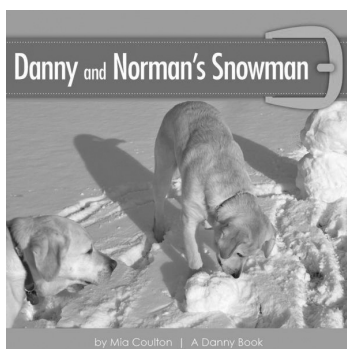
Writing activity

- Have each student write and complete the following sentences: "*I am going to a superhero party. I will be _____.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Making the "S" symbol on your chest is American Sign Language for Superman. (www.handspeak.com)

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



Danny and Norman's Snowman

Level E / 125 words / fiction

High frequency words:

are, but, come, get, help, no, now, run, what, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What season is it in this story? What do you think will happen when Danny and Norman try to build a snowman?"

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: *carrot, Norman, and snowman*. 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 are the four things that Danny and Norman put on the snowman? What happens to the snowman's nose?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever made a snowman in the snow? What else do you like to do in the snow?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *to, too, and two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

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.

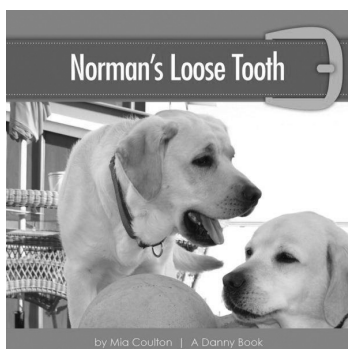
Writing activity

- On separate cards, write the four items Danny and Norman use to decorate the snowman. Have the students put the cards in sequential order to match the text. Then have them copy and complete the following sentence with one of the cards: "*Here is a _____ for the snowman.*" Have them draw a picture that corresponds to what they have written.

FUN FACT

The biggest snowman ever created was in Bethel, Maine, in 2008. The snow-woman, named Olympia, was 122 feet tall, had pine trees for arms, and a mouth made out of car tires.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Sequencing; Introducing the *to, too* and *two* homophones.



Norman's Loose Tooth

Level E / 65 words / fiction

High frequency words:

his, just, of, out, put, what, when, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman is saying to Danny in the picture on the cover?"

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: *chewing, surprise, wondered, pillow, and fairy*. 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 was Norman doing when his tooth fell out? What will happen when Norman puts the tooth under his pillow at night?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How many teeth have you lost? Have you ever lost a tooth when you were chewing on something? What do you think the Tooth Fairy looks like?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students find the words with the *th* digraph: *mouth, tooth, and the*.
- Find and discuss the words with the */ou/* phoneme: *mouth, ouch, and out*. Using magnetic letters, make other words with the same sound (*south, couch, about, pout, found*).

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.

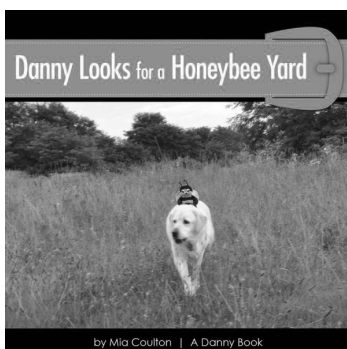
Writing activity

- Have each student write the following sentence: "*Norman found the tooth that fell out of his mouth.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

The Tooth Fairy is younger than both Santa Claus and the Easter Bunny.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the *th* digraph; Practicing the */ou/* phoneme; Rereading.



Danny Looks for a Honeybee Yard

Level G / 160 words / fiction

High frequency words:

be, by, don't, has, they, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing on the front cover? Where do you think they are going?"

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: *honeybee, wooden, buzz, and hungry*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *honeybee* is a compound word.

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.

FUN FACT

The honey bee is the only insect that produces food eaten by man. A beekeeper, or *apiarist*, keeps bees in order to collect their honey and other products that the hive produces. A location where bees are kept is called an *apiary* or "bee yard."

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 and Bee want to find the honeybee yard? What sound did Danny and Bee hear that helped them find the honeybee yard?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when he didn't get to meet any bees? Can you think of any uses for honey other than to eat it on toast?"

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: *looked, listened, and stopped*.
- Find and discuss the homonymns *here* and *hear*.
- Find and discuss the plural nouns: *beehives, bees, boxes, friends, and honeybees*. Change the following words into plural nouns: *sign, snack, and yard*.

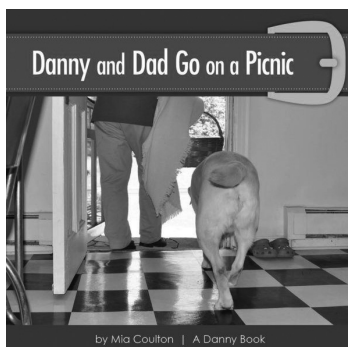
Rereading for fluency

- 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

- Find and discuss the warning sign on page 5. Have each student design a warning sign for a honeybee yard, including words and pictures.

Teaching Points: Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing the -ed suffix; Introducing homonymns; Practicing plural nouns; Rereading.



Danny and Dad Go on a Picnic

Level H / 224 words / fiction

High frequency words:

about, around, found, sing, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where are Danny and Dad going? Have you ever been on a picnic?"

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: *beautiful, picnic, sandwich, and shady*. 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.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where did this story take place? What happened in the story?" 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 found out that Danny ate his lunch? Have you ever met anyone who was like Danny in this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *stay-way* and *spot-forgot-got*.
- Point out and discuss the apostrophe in the words *I've*, *everything's*, *didn't*, and *let's*. Explain that these words are all contractions.
- On separate cards, draw the foods that Dad put into the picnic basket and write their names: *apple, cheese sandwich, and dogfood*. 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

- Choose a photo from the story. Add a speech bubble and ask the students to fill in what Danny or Dad might say. Have them read their speech bubbles to each other.

FUN FACT

In the United States,
National Picnic Day is celebrated on April 23.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing rhyming words; Noticing apostrophes in contractions; Sequencing; Rereading.