

Alive or Not Alive, Danny?

Level B / 52 words / fiction

High frequency words:

are, he, here, his, is, not, the, this, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What will he do with those toys?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Ask the students: "See this picture? Is it of something that is alive or not alive?"
- Help students find the high-frequency word *not*.
- Help the children find and clap the new two-syllable words: *shadow, alive, fishbowl, and spider*.

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.

FUN FACT

Something that is alive can take in and use energy, excrete waste, grow, reproduce, and respond to the environment.

- 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 things in the book are alive? Which things in the book are not alive?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Have the students look at the picture lists on page 16. Ask, "What other things could we add to the lists of *alive* and *not alive*?"

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: *shadow, alive, fishbowl, and spider*.

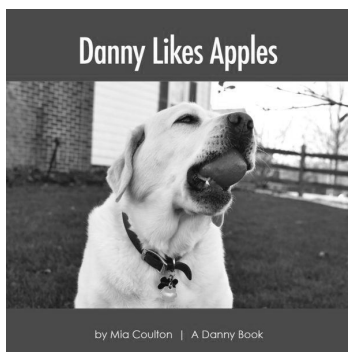
Rereading for fluency

- 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

- Have each student write an *Alive* item and a *Not Alive* item on a piece of paper. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing compound words; Contrasting living and nonliving things.



Danny Likes Apples

Level D / 59 words / fiction

High frequency words:

big, can, eat, green, red, yellow

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at the cover. What does Danny have in his mouth? What will he do with it? Do you eat apples? Do you like them? Do you think Danny will?"

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 color words: *red, green, and yellow*.
- Have the children find the words that may be new to them: *appleseed, tart, and sweet*. 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.

FUN FACT

Johnny Appleseed traveled through Ohio and Indiana planting and selling apple trees to American settlers in the mid 1800s. The last known apple tree planted by him still stands in Nova, Ohio. It is over 176 years old.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Does Danny like apples? How does the book say that apples taste? What is inside an apple?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite type of apple? What do you know about Johnny Appleseed?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students locate the size words *big* and *small* in the story.
- Help students find the words with the ee in the middle: *sweet, seeds, tree, and Appleseed*. Discuss and list more words with the ee vowel pattern (*sweep, sleep, sheep*).

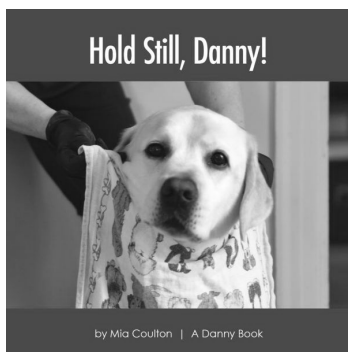
Rereading for fluency

- 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 a sentence about eating apples with Danny. Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Practicing words with the ee vowel pattern; Introducing color words, Introducing size words; Finding and clapping multisyllabic words; Rereading.



Hold Still, Danny!

Level D / 75 words / fiction

High frequency words:

but, cut, did, do, get, little, said, want, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is happening to Danny on the cover? What does 'hold still' mean? Why do you think Danny will need to 'hold still'?"

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 *little* and *said*.
- Have the children find the words that may be new to them: *haircut*, *hairdresser*, and *comb*. 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.

FUN FACT

Only a few mammals are regarded as being mostly hairless. These animals include elephants, rhinoceroses, hippopotamuses, walruses, pigs, whales, and naked mole rats.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who is the first dog to get a haircut? What does the hairdresser do to the little dog before cutting his hair? What does the hairdresser say to the little dog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the little dog likes having his hair combed and cut? How can you tell?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the two smaller words that make up the compound words *hairdresser* and *haircut*.

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 draw a picture of his or her favorite part of this story and write a sentence describing what is happening in the drawing.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Introducing compound words; Rereading; Finding and clapping multisyllabic words.

Danny Follows the Signs



by Mia Coullton | A Danny Book

Danny Follows the Signs

Level E / 98 words / fiction

High frequency words:

come, have, no, now, stop, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does it look like Danny, Bee and Norman are doing on the 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: *sign, right, leash, and must*. 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 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.

FUN FACT

Did you know that the shape of the road sign delivers a specific message? Round signs are used for railroad crossings, octagons are used for stop signs, diamonds are used to warn that there are curves ahead, squares are used for caution, and rectangles are used for mileage and speed limit signs.

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 did Danny see on the tree? What other signs did Danny, Norman and Bee see?" Have the students read the pages that support each answer.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some signs that you see everyday? Why do you think we need signs? What sign could you make for your home? Why?"

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 ay vowel pattern: *today, way, play, and stay*. Using magnetic letters, make other words with that same vowel pattern (*day, may, gray, way, tray*).
- On separate cards, write each sign that Danny sees in the story. Have the students put the cards in sequential order to match the text.

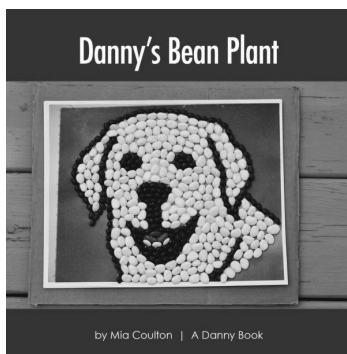
Rereading for fluency

- 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 create a sign for his or her bedroom. Then have them write and complete the following sentence: "The sign says _____."

Teaching Points: Introducing new words; Practicing words with the ay vowel sound; Sequencing; Rereading.



Danny's Bean Plant

Level G / 119 words / informational fiction

High frequency words:

eat, then, too, under, was, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What was used to make Danny's picture? What do you know about beans?"

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: *worry, hungry, and buy*. 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 did the beans look like on Monday and on Wednesday? How had the beans changed?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does it take a long time for a bean plant to grow? What do you think Danny will do with the beans when they are ready to pick?"

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, I'll, and I'm*. Explain that *there's* is a contraction that means *there is*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and practice the words with the /ea/ vowel pattern: *bean, each, and eat*.
- On separate cards, write and draw what the beans looked like on each day of the week. 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 each student write and complete the following sentence: "*Danny picked the beans and made _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

The *Cloud Gate* sculpture, created by Anish Kapoor, is a popular attraction in Chicago. The sculpture is nicknamed *The Bean* because it is shaped like a bean.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ea/ vowel pattern; Sequencing.



Danny's Really Big Show

Level G / 143 words / fiction

High frequency words:

don't, going, has, then, was, your

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing? What do you think Danny is going to do?"

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: *ta-da, magic, guitar, building*, and *guess*. 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 did Danny want to do in the really big show? What did Bee want to do in the show?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Bee leave the building? How do you think Bee felt? How would you feel if you couldn't do something you wanted to do?"

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 /ck/ blend: *pick, back*, and *trick*.
- Find and discuss the rhyming words: *see-he-Bee* and *trick-pick*.
- Point out the apostrophe in the words *can't* and *won't*. Explain that *can't* is a contraction that means *cannot* and *won't* is a contraction that means *will not*.

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 am going to put on a really big show. I will _____ in the really big show.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

The Ed Sullivan Show was a weekly television variety show that featured famous singers, actors, opera stars, ballet dancers, and circus acts. Ed Sullivan would start off nearly every broadcast by telling the audience, "We have a really big show tonight."

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ck/ blend; Practicing rhyming words; Rereading.