

Danny's Five Senses



by Mia Coulton

Danny's Five Senses

Level D / 52 words / fiction

High frequency words:

can, here, is, no

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the front cover? What is it celebrating? What do you think is going to happen in this story?"

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 *here* and *no*.
- Have the children find the sensory words in the text: *hear, see, feel, smell, and taste*.

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.
- **Literal comprehension:** The answers are in the text. Ask, "What happened to Dad's cake? What did Dad say to Danny?" 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 saw the cake on the floor? What do you think the cake tasted like?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the quotation marks and exclamation mark on page 10. Discuss and explain why the author used these tools.
- On separate cards, write each of the five senses Danny used with the cake. Have the students put the cards in sequential order to match the text.

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 sentences: "*Here is the cake. I can _____ the cake.*"
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

Animals have differences in how their receptors sense the world around them. For example, dogs and sharks have a terrific sense of smell; while cats can see very well in dim light.

Teaching Points: Introducing new words; Introducing sensory words; Noticing punctuation (exclamation marks and quotation marks); Sequencing.



Danny's New Toy

Level E / 70 words / fiction

High frequency words:

get, had, his, into, no, ran, two

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is in the bag on the front cover? What do you think this story is going to 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: *doggyback, outside, birthday, yellow, muddy, and puddle*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Point out and discuss the compound words: *doggyback, outside, and birthday*.

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 did Danny do with his new toy? What happened after Danny and his new toy got muddy?" 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 his new toy got muddy? How do you think Dad felt when he saw how muddy Danny was?"

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.
- Point out the exclamation mark on page 10. Briefly explain exclamation 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 sentence: "Danny named his new toy _____. " 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

In 1952, Mr. Potato Head became the first toy advertised on national television in America. It is still in production today.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (exclamation marks); Noticing compound words; Introducing the *to, too* and *two* homophones; Rereading.

Danny Looks for Abby



by Mia Coulton

Danny Looks for Abby

Level E / 120 words / fiction

High frequency words:

come, could, did, find, her, one, saw, she, there, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing? By looking at his face, can you tell how Danny is feeling? Where do you think Abby is?"

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: *because, behind, gone, and garbage*. 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

Not only is hide-and-seek a fun children's game, it also can teach important life skills such as how to track, mindful observation, and the ability to stay silent.

- **Literal comprehension:** The answers are in the text. Ask, "Where were some of the places Danny looked for Abby? How did Danny feel when he couldn't find Abby? Where was Abby?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Where would you have looked for Abby? How do you feel when you've lost something that is important to you?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ar/ phoneme: *yard, barked, and garbage*. Using magnetic letters, make other words with the same sound and pattern (*art, farm, jar, card*).
- Help the students find the words with the *sh* digraph: *bushes, shed, and she*.

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 copy the following sentence: "I could not find Abby because she was at my gate." 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 the /ar/ phoneme; Practicing words with the *sh* digraph.

Danny and Bee's Safety Rules



by Mia Coulton

Danny and Bee's Safety Rules

Level F / 106 words / fiction

High frequency words:

be, how, our, ride, stop, take, when

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing in the cover photo? How are they being safe?"

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: *rollerblading, buckle, helmet, and wear*. 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.

FUN FACT

There are four basic safety rules for bike riding:
wear a helmet, ride on the right side of the road
with traffic, use appropriate hand signals,
and obey traffic signals.

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 Bee like to play together? How do Danny and Bee play safely?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some ways that you can be safe when playing with your friends?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *cross* with the *oss* ending. Using magnetic letters, make other words with the same sound and pattern (*boss, toss, across*).
- On separate cards, write each activity Danny and Bee like to do while being safe: *crossing the street, riding bikes, swimming, hiking, rollerblading, and riding in the car*. 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 the following sentence: "Danny and Bee know how to be safe." 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 the *oss* ending; Rereading; Sequencing.

Danny's Groundhog Day



by Mia Coulton

Danny's Groundhog Day

Level F / 126 words / fiction

High frequency words:

be, its, of, or, today

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What holiday is Danny celebrating? What do you know about Groundhog Day?"

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: *baseball, February, groundhog, and shadow*. 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.

FUN FACT

Groundhogs are "true hibernators." They hibernate from late fall to late winter or early spring. During this time, their body temperatures drop and their heart rates slow from 80 beats per minute to just five.

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 does Danny look for the groundhog? Does the groundhog see its shadow?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Would you rather have six more weeks of winter or an early spring? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *groundhog's*. Explain that the 's means possession.
- Find and discuss the rhyming pairs: *or-more, sit-it, and be-see*.
- Find and discuss the question marks throughout the text.

Rereading for fluency

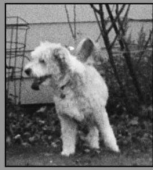
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student write and answer the following question: "*Will the groundhog see its shadow?*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (question marks); Practicing rhyming words; Introducing possessive words with the 's ending; Rereading.

Danny and the Bully



by Mia Coulton

Danny and the Bully

Level H / 344 words / fiction

High frequency words:

about, know, today, try, very, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think this story is going to be about? How do you think Danny will react to the Bully in the 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: *growled, maybe, next, and thought*. 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, "Who are the characters in this story? Where does this story take place? What happens in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Spike bullied Danny? Have you ever been bullied? What did you do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ea/ vowel pattern: *mean* and *leave*.
- Find and discuss the words with the /ay/ vowel pattern: *day, okay, play, someday, stay, and today*.

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

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

A national survey commissioned by the Cartoon Network in 2017 found that more than 90% of students said that adults in their family and teachers at school set good examples of kind behavior. Less than half of the kids said that adults in government do the same.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing the /ea/ sound; Practicing the /ay/ sound; Rereading; Introducing the story map graphic organizer.