

I Am Danny

Level A / 23 words / fiction

High frequency words:

a, am, I

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever worn a mask? What are some times when someone would wear a mask?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the known words: *a, am, and I*.
- Help students find the new words: *lion, giraffe, tiger, panda, and zebra*.

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 are the names of the animals that Danny is pretending to be on each page?" Have them read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask: "Can you think of other animals that Danny could pretend to be?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.

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

- On the board, write the animal words: *lion, giraffe, tiger, panda, and zebra*.
- Ask the students to think about their favorite animal. Have them draw a picture of the animal and write its name. Encourage independent attempts to spell words correctly and the use of proper punctuation.

FUN FACT

Researchers now know what teachers have known for many years. Pretend play is more than simple fun. It helps build social, emotional, and problem solving skills.

Teaching Points: Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Introducing new animal words.

All About Danny



by Mia Coulton

All About Danny

Level A / 33 words / fiction

High frequency words:

here, is, my

Before reading

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

Look through all the pictures

- Using the language in the story, discuss all the special items and places Danny is sharing with the reader on each page.
- Help the children find the known words: *here, is,* and *my*.
- Find the new word *window*.

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

There are over 300 official dog breeds. Danny is a Labrador Retriever. Labrador Retrievers are the most popular dog breed in the U.S., U.K., and Canada.

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 the items and places Danny showed us in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What special things or places would you show Danny if the book were about you?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the two-syllable word *window*. Clap the syllables together.

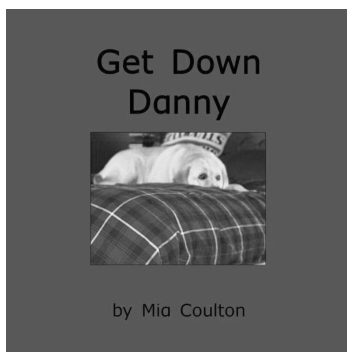
Rereading for fluency

- 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

- On the board, write the words: "*Here is my* _____."
- Have students copy and complete the sentence by writing a word about themselves. 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; Monitoring reader directionality; Matching words to print, one to one; Introducing new words.



Get Down Danny

Level C / 32 words / fiction

High frequency words:

down, get, is, on, said, the, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing in the cover picture? Why do you think the book is called *Get Down Danny*? 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.
- Help the children find the high frequency words: *up, on, and down*. Explain that these words are directional words that help the reader understand the position or direction of Danny 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

71% of pet owners sleep with their pets, according to a survey. Of those people, 43% let their pet sleep with them every night.

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 list the places Danny goes up onto in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is Danny not allowed up on the bed or the couch? Why do you think Danny keeps getting on the bed or the couch?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students discuss and list more positional and directional words that they know (*under, above, over, and beside*).

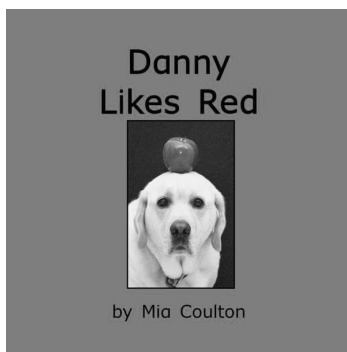
Rereading for fluency

- Have the children read the story again, either independently or with a partner. Listen and again prompt for strategy use at difficulty.

Writing activity

- Have the students copy and complete the following sentence: "*Danny is on the _____. Get down, Danny!*" 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: Using meaning to connect pictures to text; Rereading; Introducing positional and directional words.



Danny Likes Red

Level B / 28 words / fiction

High frequency words:

a, is, my, red, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on Danny's head? What color is it? What do you think this book will be about?"

Look through all the pictures

- Help the children find the word *red*. Using the language in the story, discuss the *red* item on each page

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 name one of Danny's red items from the book? Can you name them all?" Have them read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other things can you name that are red?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- With the help of the students, create a list of all of the *red* items in the book.

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

- Revisit the list that the students generated of things that are red. Using those words, have student complete and write the sentence: "A _____ is red." 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.

FUN FACT

A dog's vision is different from human vision.
Dogs cannot see the color red.
While we see a mix of red, blue, and yellow light,
dogs see the world in vivid blues and yellows.

Teaching Points: Using meaning to connect pictures to text; Self-monitoring - the repetitive text in this book supports the reader's early attempts at self-monitoring; Introducing the color word *red* in the text.



Danny Can Sort

Level C / 42 words / fiction

High frequency words:

are, at, here, look, not, the

Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some other ways to sort things besides by color?"

Look through all the pictures

- Using the language in the story, discuss all the special items and places Danny is sharing with the reader on each page.
- Help the children find the high frequency words: *look, at, and the*.
- Help the children find the unknown word *treats*. Have them find it on pages throughout the book.

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

Many dogs like snacking on baby carrots, raw green beans, or slices of apple. These treats are healthy and low in calories for dogs, too.

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 colors are Danny's treats? Can you find and name each colored treat?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other colors could the treats come in? What do you think the flavor would be for each color of treats?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the color words: *red, yellow, green, and orange*.

Rereading for fluency

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

Writing activity

- Write the word *treat* on the board. Have the students copy the following sentence: "Look at the _____ treat." Have the students choose a color and fill in their sentence. 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: Using meaning to connect pictures to text; Introducing new words; Self-monitoring – the repetitive sentences in this book are not in the same order on each page; Sequencing; Introducing color words in text.

Danny and Dad Go Shopping



by Mia Coulton

Danny and Dad Go Shopping

Level C / 69 words / fiction

High frequency words:

are, big, go, here, in, into, is, it, little, my, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Danny walking with in the picture on the cover? Where are they? What are they doing?"

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 word phrase *Here we are*.
- Help the children find the new word *cart*. Help the children learn the phrase *into the cart*.

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

Pet food is big business.
In the United States, sales of pet food
amounted to 21.26 billion dollars in 2013.

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 do Danny and Dad put into the cart on page 8? What do they put into the cart on page 16?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else could Danny get to put in his cart?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students answer the question, "Where does Danny put the food/treats/brush/bones?" The answer is the prepositional phrase *in the cart*.

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 another page for the book following the pattern: "*Here is a _____. The _____ goes into the cart.*" 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; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing prepositional phrases.