



# Danny's Party

Level B / 27 words / fiction

High frequency words:

*a, am, going, I, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gotten an invitation to a party? Have you been to a birthday party?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the known words: *I, am, and to*.
- Find the new words *party* and *going*. Have children clap and count the syllables.
- Point out the yellow invitation on each left-hand page. These are invitations addressed to each dog. Can the students find each dog's name?

## 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, "Who is going to Danny's party?" Have them read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "What will Danny's friends do at the party? What do you think they will eat?"

## 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

- Write the words *My Party* on the board.
- Have the students make a list of who they would invite to a party (*dad, mom, brother, Danny*). Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

According to Animal Planet, 80% of dog parents give gifts to their dogs on special occasions, like Christmas or birthdays.

**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; Finding and clapping two-syllable words.

## Danny's Timeline



by Mia Coulton

# Danny's Timeline

Level D / 73 words / fiction

High frequency words:

*at, big, little, look*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a timeline? What do you think this story will be about?"

### 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 antonyms *big* and *little*.
- Have the children find the time words: *days*, *months*, and *weeks*.

### 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.

#### FUN FACT

By the age of one, a puppy is considered to be fully grown. In human years, this is the physical equivalent of being 15 years old.

- **Literal comprehension:** The answers are in the text. Ask, "How big was Danny when he was 14 days old? How big was he at 8 weeks? How big was he at 4 months?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny change in each of the pictures? What can Danny do now that he couldn't do when he was a little puppy?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students find and clap the two-syllable words: *getting*, *little*, *sleeping*, and *very*.
- On separate cards, write Danny's age or draw a picture for each step of the timeline. Have the students put the cards in sequential order to match the text.

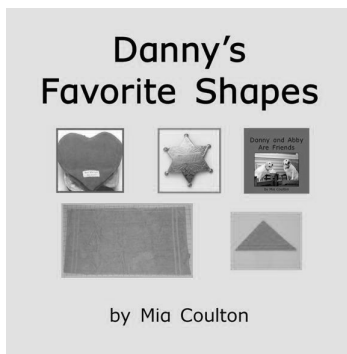
### Rereading for fluency

- 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: "Look at me. I am \_\_\_\_\_." 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; Introducing antonyms; Rereading; Finding and clapping two-syllable words; Sequencing.



# Danny's Favorite Shapes

Level F / 95 words / fiction

High frequency words:

*eat, of, one*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What shapes can you see on the cover? What color is each of the shapes?"

## 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: *square, triangle, rectangle, badge, favorite, and towel*. 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

Many animals can detect differences in shapes, but dogs are particularly good at it. In tests, dogs have been trained to respond to complex shapes, including the written words *sit, down, and come*.

## 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 shape and color is Danny's towel? What shape and color is Danny's cheese? What shape and color is Danny's badge?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite shape? Can you name three things that are that shape?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is*.
- Find and discuss the words with the /ee/ phoneme: *cheese, Bee, and green*. Using magnetic letters, make other words with the same pattern (*greet, beep, seed*).

## Rereading for fluency

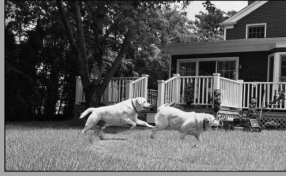
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Have each student write and complete the following sentence: "A \_\_\_\_\_ is one of my favorite shapes." 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 apostrophes in contractions; Practicing words with the /ee/ phoneme; Rereading.

## Danny and Abby Play Tag



by Mia Coulton

# Danny and Abby Play Tag

Level E / 76 words / fiction

High frequency words:

*are, come, now, of, she, when, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Abby doing? Have you ever played tag?"

### 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: *mowing, shouts, and making*. 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

Did you know that gorillas play tag?

Researchers have found that apes sneak up on their rivals, hit them on the head, and then run away as fast as they can. The 'hit and run' attacks often lead to full-scale games of tag, in which the animals take turns chasing each other ([www.dailymail.co.uk](http://www.dailymail.co.uk)).

- **Literal comprehension:** The answers are in the text. Ask, "Whose idea is it to play tag? Who gets tagged first? Who gets tagged second? Who is the last one tagged?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Dad wanted Danny and Abby to play tag? How does it feel to be it?"

### 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 *-ing* suffix: *making, mowing, and resting*.
- Point out the apostrophe in the word *let's*. Briefly explain that an apostrophe is used to create the contraction for *let us*.

### 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 and complete the sentence: "*Danny is it. He tags \_\_\_\_\_.*" 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; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Sequencing; Introducing words ending with the *-ing* suffix.

## Danny Paints a Picture



by Mia Coulton

# Danny Paints a Picture

Level F / 117 words / fiction

High frequency words:

*be, came, then, too, was*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny getting ready to do? What types of pictures do you like to paint?"

### 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: *picture, painting, began, and mouth*. 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

Animals can be artists!

Animal-made works of art have been created by apes, elephants, beluga whales, dolphins, donkeys, birds, rhinoceroses, dogs, and rabbits.

### 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 supplies did Danny gather with which to paint? In what order did Danny add the colors to his painting?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt after he completed his painting? How do you feel when you create something and nobody knows what it is?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *br* blend: *brush* and *brown*. Using magnetic letters, make other words with the same beginning sound and pattern (*brave, broom, brick, bread*).
- Point out the apostrophe in the words *Dad's* and *Danny's*. Explain that the 's means possession.

### 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: "*Danny looked at his painting. He felt \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Sequencing; Introducing possessive words with the 's ending; Practicing words with the *br* blend; Rereading.

## Danny and the Little Worm



by Mia Coulton

# Danny and the Little Worm

Level F / 174 words / fiction

High frequency words:

*have, his, now, saw, stop, then, was, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What do you think will happen to the little worm?"

### 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: *paw, began, and something*. 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, "Where does the little worm like to play? How does Danny protect the little worm?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Dad put the little worm into Danny's garden?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *pl* blend: *place, play, and played*. Using magnetic letters, make other words with the same beginning sound and pattern (*plant, plow, please, pluck*).
- Find and discuss the rhyming pairs: *day-play* and *saw-paw*.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, helped, moved, picked, played, stopped, and wanted*. This ending means that the action has already happened. The action happened in the past.

### 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: "*The little worm played on Danny's \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

#### FUN FACT

**Baby worms are not born.**  
They hatch from cocoons smaller than a grain of rice.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *pl* blend; Practicing the *-ed* suffix; Practicing rhyming words; Rereading.