



# Danny's Bee (the beginning)

Level A / 5 words / fiction

High frequency words:

*no, yes*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Do you have a special stuffed animal? How long have you had it? Do you remember how you got it?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the words *no* and *yes* on the pages within the text.

## 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

In 1880, Margarete Steiff began making stuffed elephant pincushions to sell to friends. But, children loved to play with them, making Steiff the first stuffed toy company.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at the point of difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What does the speaker in the story say *no* to on each page? What does the speaker say *yes* to?"
- **Inferential comprehension:** The answers are in your head. Ask, "On the last page, what is Danny dressed for in the picture? What will happen next?"

## 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 the point of difficulty.

## Writing activity

- Write this sentence on the board: "Yes, yes, yes!" Explain the capital letter, comma and exclamation mark to students.
- Have the students write the sentence: "No, no, no!" Then have the students 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; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Noticing punctuation (capital letter, comma, exclamation mark).

## Super Danny



by Mia Coulton

# Super Danny

Level C / 35 words / fiction

High frequency words:

*am, and, get, go, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How is Danny dressed on the cover? Why do you think he is dressed that way?"

### Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find the high-frequency words: *I, am, go, and, and get.*
- Help the children find the words that may be new to them: *socks, goggles, belt, cape, and super.*

### 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 may be as many as 400,000 trained service dogs in the United States. These Super Dogs help people with disabilities and do important jobs in public safety.

### 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 did Danny get from the dresser drawer? What did he get from the bathtub? What did he get from the closet and kitchen?" Have the students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other household items do you think Super Danny could use to add to his costume?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- *Goggles, super, and Danny* are two-syllable words. Have the students clap and count the syllables.

### Rereading for fluency

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

### Writing activity

- Have the students draw Super Danny and write a caption under the picture. An example is: "*I am Super Danny.*" 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; Finding and clapping two-syllable words.

## Danny Goes For a Walk



by Mia Coulton

# Danny Goes For a Walk

Level C / 50 words / fiction

High frequency words:

*at, for, go, like, look, run, to, up, we*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is with Danny on the sidewalk? What do you think Danny and Dad might see on their walk?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *clouds* and *storm* by predicting how the words begin or end.

### 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 taking Danny for a walk in this story? What do they see on the walk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny knows it is going to storm? How do you think Danny feels about the coming storm?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find and clap the multisyllabic words *sidewalk* and *dandelion*.

### 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 draw a picture of Danny in the storm. Ask them to write a sentence about what is happening.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

#### FUN FACT

**Dogs are experts at detecting storms. Because they have better senses of smell and hearing, dogs can detect thunder, the metallic smell that comes with a lightning storm, and even changes in air pressure long before humans do.**

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Rereading; Matching words to print, one to one.

## Danny and Abby Play Hospital



by Mia Coulton

# Danny and Abby Play Hospital

Level E / 60 words / fiction

High frequency words:

*get, help, she, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Abby pretending to be? What do you think happened to Bee?"

### 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: *hospital, doctor, better, and again*. 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 Danny and Abby playing? Who pretends to be the nurse first? Who pretends to be the nurse second?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do doctors and nurses wear white? Have you ever been to a hospital?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pairs: *play-day* and *he-she*.
- Find and discuss the words with the /er/ phoneme: *hurt* and *nurse*. Using magnetic letters, make other words with the same sound (*burn, curd, burp, purse*).

### 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 sentence: "Danny and Abby like to play \_\_\_\_\_." 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

Patients in Taiwan can check into a Hello Kitty-themed hospital.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Rereading; Practicing rhyming words.

## Puppy Danny



by Mia Coulton

# Puppy Danny

Level E / 136 words / fiction

High frequency words:

*could, him, put, so, when, would, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What do you think will happen in this 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: *goodnight, backpack, little, hiking, story, and asleep*. 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: *goodnight* and *backpack*.

### 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

What does it mean to *take a walk down memory lane*?  
It means to spend some time talking, writing, or thinking about something that happened in the past.

- **Literal comprehension:** The answers are in the text. Ask, "Why did Dad tell Danny a story? When Danny was little, what did Dad do with him?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you do when you can't sleep? How do you think Danny felt after he heard Dad's story? Where would you put a little puppy?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *told-hold, by-my, and go-so*.
- Point out the apostrophe in the word *couldn't*. Explain that *couldn't* is a contraction that means *could not*.

### 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: "*You were so little I could put you \_\_\_\_\_ and I would \_\_\_\_\_.*" 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 two-syllable words; Noticing contractions; Practicing rhyming words; Practicing compound words; Rereading.

## Danny at the Car Wash



by Mia Coulton

# Danny at the Car Wash

Level E / 124 words / fiction

High frequency words:

*into, no, put, so, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a car wash? Have you ever been to a car wash? How do you think Danny feels about going to the car wash?"

### 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: *sunroof, water, inside, and dirty*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *sunroof* and *inside* are compound 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.

### 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 Dad take the car to the car wash? What happens to Bee in this story? What does Dad say to Bee at the end of the story?" 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 he saw Bee getting washed? What do you think Bee was thinking during the car wash? What do you think Dad was thinking when he saw Bee?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ee/ phoneme: *see, Bee, and need*. Using magnetic letters, make other words with the same sound and pattern (*beep, seed, feed, sheep, and jeep*).
- Find and practice the words with the CVCe pattern: *here, safe and ride*.

### 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 write and complete the following sentence: "Here comes the \_\_\_\_\_. Don't be scared, Danny." Then have the students draw a picture that corresponds to what they have written.

#### FUN FACT

In 1914, the first car wash opened in Detroit. The wash was done by attendants, not machines. One attendant sprayed the car, the next washed the car with soap, and another used a hand towel to dry the car.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing words with the CVCe pattern; Noticing compound words; Practicing words with the /ee/ phoneme.