

Danny's Hair is Everywhere



by Mia Coulton

Danny's Hair is Everywhere

Level D / 38 words / fiction

High frequency words:

has, no, of, on, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in the grass all around Danny on the cover?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the students find the high-frequency word *where* in the compound word *everywhere*.
- Help the children find the words that may be new to them: *hair, chair, air, and stair*.

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, "Where are some of the places that we see Danny's hair in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Is having hair all over the house a good thing or a bad thing? Why? What are some ways that Danny and Dad could remove the hair from all of the places where it isn't wanted?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words: *everywhere, hair, chair, air, and stair*. Have the students find the /air/ phoneme in these words.

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 sentence using a word that rhymes with *air*: "Danny's hair is on the _____." 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

Ten different words can be made from the word *therein* without rearranging any of the letters. Six of the letters are frequently used words. Can you find them? (Answer: *therein, the, there, he, her, here, herein, ere, rein, in*)

Teaching Points: Introducing new words; Practicing words with the /air/ phoneme; Rereading.

Danny and the Corn Maze



by Mia Coulton

Danny and the Corn Maze

Level D / 47 words / fiction

High frequency words:

at, come, do, get, look, no, that, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to a corn maze? What do you think Danny will do at the corn maze? What time of year do you think it is?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *pumpkin* and *corn* by predicting the beginning and ending sounds.

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 season is it in the story? What questions does Danny ask when he is in the corn maze?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny feels when he says, 'Oh no!' on page 8? Why do you think he feels that way? How would you feel if you got lost in a corn maze? What would you do?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words in the text: *pumpkins*, *running*, and *into*.
- Have the children find the question marks in the story.

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 sentence: "*In the fall, Danny likes to _____.*" 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

The first corn maze, called **The Amazing Maize Maze**, was created by the American Maze Company, led by Don Frantz, in Annville, Pennsylvania in 1993.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Noticing question marks; Rereading.

Danny's Birthday Wishes



by Mia Coulton

Danny's Birthday Wishes

Level D / 46 words / fiction

High frequency words:

and, big, for, make, run

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing on his head? What do you think he is celebrating? What do you think Danny wants for his birthday?"

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 *make* and *run*.
- Have the children find the words that may be new to them: *belly, chase, and wishes*.

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 does Danny want for his birthday?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny would feel if he didn't get what he wished for as a gift? How would you feel? Has that ever happened to you?"

Word work

- Have students locate the high frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words with double letters: *belly* and *happy*.
- On separate cards, write each wish Danny has for his birthday. 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 each write the following sentence: "Danny wants a _____ for his birthday." 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

In the U.S., more people are born on October 5 than on any other day. In the U.S., the least common birth date is May 22nd (excluding leap years).

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Introducing double consonants; Sequencing; Rereading.

Danny and Dad Read



by Mia Coulton

Danny and Dad Read

Level D / 61 words / fiction

High frequency words:

and, get, of, read

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where do you think Danny likes to read? Where did Danny and Dad go in the cover photo?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the students find the words that may be new to them: *hammock, stories, and library.*
- Ask the children to find the seasonal words and pictures in the story: *spring, summer, fall, and winter.*

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, "Where do Danny and Dad like to read? Where do Danny and Dad go to get new books?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Of all the places Danny and Dad read in the story, which would be your favorite? Why? What are some other places Danny may like to read?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words in the text: *hammock, library, scary, and stories.*
- On separate cards, write each place Danny and Dad read in the story. 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 each write and complete the following sentence: "*Danny and Dad like to read _____.*" 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

The largest library in the world is The Library of Congress, with more than 158 million items on approximately 838 miles of bookshelves.

Teaching Points: Introducing new words; Practicing multisyllabic words; Introducing seasonal words; Sequencing.

Snow Danny



by Mia Coulton

Snow Danny

Level E / 57 words / fiction

High frequency words:

an, at, it, look, play, into

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Danny? What season of the year is it? What do you think Danny will do in the snow?"

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: *shadow* and *igloo*. 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

Pink snow, also known as watermelon snow, is snow with reddish algae growing on it. People claim it actually smells like watermelons. It is found in the Rockies, the Himalayas, the Arctic, and Antarctica.

- **Literal comprehension:** The answers are in the text. Ask, "What does Danny like to do in the snow? Who made an igloo for Danny and Bee?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite thing to do in the snow? What do you think is Danny's favorite thing to do in the snow? Why do you think Danny and Bee put a coat on at the end of the story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ow/ phoneme: *snow* and *shadow*. Using magnetic letters, make other words with same pattern (*mow, below, crow*).
- On separate cards, write each activity Danny likes to do in the snow: *dive, look, walk, and play igloo*. Have the students put the cards in sequential order to match the text.

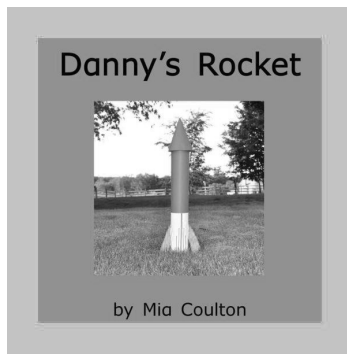
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- 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 likes to _____ in the snow." Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Sequencing; Practicing the /ow/ phoneme; Rereading.



Danny's Rocket

Level G / 131 words / fiction

High frequency words:

came, going, how, made, take, too, was, white

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the front 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: *spacesuit, science, goodbye, and stripes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *spacesuit* and *goodbye* are compound 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.
- 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

Putting on a spacesuit takes 45 minutes, including the time it takes to put on the special undergarments that help keep astronauts cool. The process of putting on a spacesuit is called *donning* and the process of removing it is called *doffing*.

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 Danny want to make a rocket? Why did Bee ride on the rocket instead of Danny?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when the rocket started going down, down, down? How would you feel if you were on a rocket to the moon?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *make, made, white, safe, came, and take*.
- Find and discuss the pairs of opposite words in the text: *up-down* and *big-small*. Opposites are also called *antonyms*.

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 elaborate on the text by creating a future episode of *Danny's Rocket* where Danny and Bee make it to the moon. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing words with the CVCe pattern; Introducing antonyms (opposite pairs); Rereading; Expanding text with illustrations.