

Danny's Hats



by Mia Coulton

Danny's Hats

Level B / 54 words / fiction

High frequency words:

a, is, it, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "On the cover, Danny is wearing a brown hat. What are the letters on Danny's hat?"

Look through all the pictures

- As you look through the book, point out the color words: *black, blue, brown, pink, red, and white*.
- Help the children find the high-frequency phrase *It is a*.
- Help the children find the words: *police, sailor, cowboy, fireman, and grandma*. Each of these words has two syllables. Clap and count the syllables.

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

The first record of a hat is from the La Marche cave etchings in western France, dating back 15,000 years.

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, "Which hat is black? Which hat is brown? Which hat is pink?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of a different funny hat for Danny to wear?"

Word work

- Point out the *UPS* (United Parcel Service) acronym on page 6. Explain that an acronym is an abbreviation using the first letter of each word to make a name.
- Point out that the 's in *grandma's* on page 12 means possession, showing that the hat belongs to grandma.
- Explore words that rhyme with *hat*. Notice the rhyming words have the same middle and ending letters as the word *hat*.

Rereading for fluency

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

Writing activity

- On the board, write the sentence: "*I see grandma's hat.*" Write words that rhyme with *hat*. What happens when the rhyming words are substituted for *hat* in the above sentence? Which sentences make sense?

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Practicing rhyming words that end with *-at*; Introducing possessive words with the 's ending; Introducing acronyms; Introducing color words in text.

Danny's Five Little Pumpkins



by Mia Coulton

Danny's Five Little Pumpkins

Level C / 51 words / fiction

High frequency words:

can, little, on, see, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see on the fence in the picture? Can you guess what will happen to the little pumpkins on the fence in the story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the high-frequency word *can*.
- Have the children find the words that may be new to them: *boo, pumpkin, and fence*. Have the children locate the words by practicing how they begin and end.
- Help the students locate the number words in the story: *one, two, three, four, and five*.

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, "How many pumpkins are on the fence on page 11?" Have the children read page 11.

• **Inferential comprehension:** The answers are in your head. Ask, "What did Danny do with the five little pumpkins?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask students to list words that rhyme with the high frequency word *can*. Write the rhyming words on the board as they come up with some examples. Point out the *an* ending 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 the students write and fill in the sentence: "*I can see _____ little pumpkins.*" 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.

FUN FACT

Pumpkins are native to North and South America.
They are a type of squash.
Like all squash, pumpkins are a fruit.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Sequencing; Counting down from five; Introducing number words in text; Practicing rhyming words that end with *-an*.

A Birthday for Danny's Bee



by Mia Coulton

A Birthday for Danny's Bee

Level D / 78 words / fiction

High frequency words:

have, just, little, now, said, this, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Looking at the cover, how can you tell it's Bee's birthday? What does Bee have on the plate?"

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: *have, just, and little*.
- Have the children find the words that may be new to them: *birthday, inside, and cake*.

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, "Can you list all the things that Danny gives Bee in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Which item do you think Bee likes best? What would you give Bee for his birthday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the two-syllable words *today* and *birthday*. The word *birthday* is a compound word. Ask students to find the two words that make the word *birthday*.
- Have the students find the words: *made, cake, and named*. Point out the *long a* sound in each word.

Rereading for fluency

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

Writing activity

- Have each student write each birthday item from the story on a separate card: *hat, cake, card, and box*. Have them draw a picture on the card that matches each word, and then have the students put the cards in sequential order to match the text.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

The most popular birthday month is August. Nearly 9% of all birthdays worldwide occur in August.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the *long a* sound; Introducing compound words; Sequencing.

Danny and the Little Bunny



by Mia Coulton

Danny and the Little Bunny

Level D / 78 words / fiction

High frequency words:

come, did, here, into, little, out, play, there, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What did Danny find in the grass? Have you ever found a bunny?"

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: *little, out, and play*.
- Have the children find the words that may be new to them: *bunny, hiding, and grass*.

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 does the bunny hide first? What does the bunny run down into? Why does Danny want the bunny to come out of the hole?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does the bunny hide? What do you think Danny will do with the bunny if he comes out? What would you do if you were the bunny?"

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: *little, bunny, and Danny*.
- Point out the quotation marks on pages 4, 8, 10, and 12. Briefly explain quotation marks.

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 the following sentence: "*Danny wants to play with the little bunny.*" 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

Have you ever seen a wild rabbit? More than half of the world's population of rabbits live in North America.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Introducing double consonants; Noticing punctuation (quotation marks).

Danny and Bee Play Together



by Mia Coulton

Danny and Bee Play Together

Level D / 84 words / fiction

High frequency words:

are, have, on, play, where, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do Danny and Bee like to do together? How do you think Danny feels about Bee?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *gentle, mouth, and sometimes*.

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

The most common way a mother dog carries her young is by the scruff of the neck. The scruff is the loose skin behind a puppy's head. A mother dog knows how to carry puppies so she doesn't cause them pain or fear.

- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the ways that Danny carries Bee in the story? Where does Bee hide when they play hide and seek?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny treat Bee when they play together? If Bee could talk, what might Bee say about Danny?"

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: *gentle, outside, playing, and sometimes*.
- Point out the question mark on page 10. Briefly explain question marks.

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 sentence on the board: "Danny and Bee like to play together." Have each student copy the sentence and then 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 question marks; Rereading.

Danny and the Runaway Train



by Mia Coulton

Danny and the Runaway Train

Level C / 110 words / fiction

High frequency words:

and, at, big, got, it, look, off, on, play, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been on a train? Why is Danny wearing that hat and shirt?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *again* and *runaway*. Clap and count the syllables in these words.

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

Train whistles are sounded for safety reasons – to warn of approaching trains. Engineers sound horns before all public crossings and must follow a standardized pattern: two long, one short, and one long blast.

- **Literal comprehension:** The answers are in the text. Ask, "What happens to the train as Bee goes around and around? Why is the train called a runaway train?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever gone for a ride on something that was going very fast? How did that make you feel? How do you think Bee is feeling as the train goes off the track? How do you think Danny felt as he watched the train go faster and faster?"

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 *tr* blend: *train* and *track*. Using magnetic letters, make other words with that same beginning sound (*try, tree, trick, truck*).
- Have the children find the exclamation marks and quotation 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 draw a picture of a scene from the story then have them write a sentence or two that corresponds to what they have drawn.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Noticing punctuation (exclamation marks and quotation marks); Practicing words with the *tr* blend; Rereading.