

## 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.

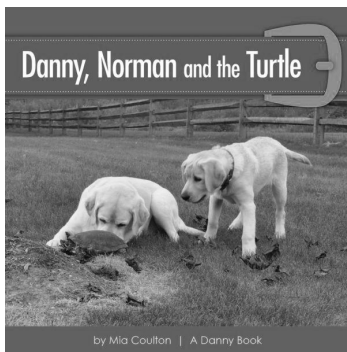
### Writing activity

- 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.



# Danny, Norman and the Turtle

Level F / 65 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 are Danny and Norman looking at in the cover photo? 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: *yelped* and *turtle*. 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, "What does Norman see in the yard? What does Danny tell Norman about the turtle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Norman was afraid of the turtle? What do you know about turtles?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *slow* with the *sl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*slip, slide, slug*).
- Point out the apostrophe in the words *let's* and *it's*. Explain that *let's* is a contraction that means *let us* and *it's* is a contraction that means *it is*.
- Help the students locate the words with the *-ing* suffix: *coming, moving, and resting*.

## 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

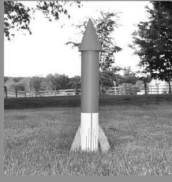
- Have each student write the following sentences: "*Let's go see what it is. It's a slow moving turtle.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Painted turtles grow to be four to ten inches long and the color of their shells can be dark olive green to black. They get their name from the red, orange, and yellow stripes on their necks, heads, and tails.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Introducing words ending with the *-ing* suffix; Practicing words with the *sl* blend; Rereading.

## Danny's Rocket



by Mia Coulton

# 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*.

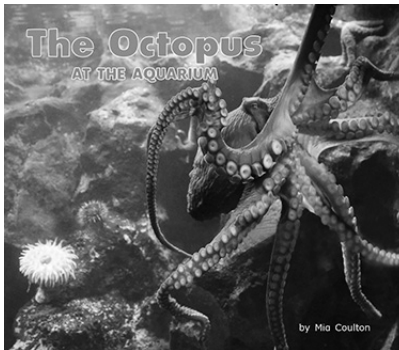
### Rereading for fluency

- 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.



# The Octopus at the Aquarium

Level G / 97 words / informational

High frequency words:

*eight, has, its, their, they*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen an octopus? What do you know about octopuses?"

## 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: *aquarium, clever, octopus, octopuses, and squeeze*. 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 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.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

### FUN FACT

In 2016, *Inky*, an octopus in an aquarium in New Zealand, escaped from his enclosure after the lid of his tank was left ajar. *Inky* made his way across the floor, slithered down the inside of an 150-foot drainpipe, and disappeared into the ocean.

- **Literal comprehension:** The answers are in the text. Ask, "What does an octopus look like? How does an octopus hide?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for an octopus to be able to change the shape, texture, and color of its skin? What would you do if you could change the shape, texture, and color of your skin?"

## 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 /ck/ blend: *pick* and *rock*.
- Find and practice the words with the CVCe pattern: *hide, like, pipe, and shape*.
- Point out and discuss the words *its* and *it's*. Explain that *its* is a possessive form of the pronoun *it*, meaning *belonging to it*, and *it's* is a contraction that means *it is* or *it has*.

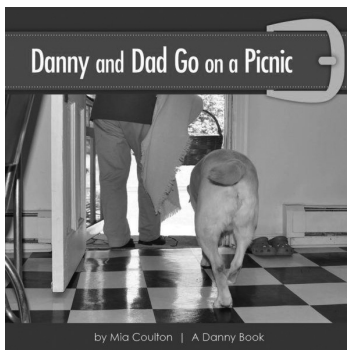
## Rereading for fluency

- 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: "*The octopus is very clever. It can \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /ck/ sound; Practicing words with the CVCe pattern; Noticing the difference between *its* and *it's*; Rereading.



# Danny and Dad Go on a Picnic

Level H / 224 words / fiction

High frequency words:

*about, around, found, sing, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where are Danny and Dad going? Have you ever been on a picnic?"

## 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: *beautiful, picnic, sandwich, and shady*. Discuss meaning, word structure, and sounds you expect to hear in those 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.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

## 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 did this story take place? What happened in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he found out that Danny ate his lunch? Have you ever met anyone who was like Danny in this story?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *stay-way* and *spot-forgot-got*.
- Point out and discuss the apostrophe in the words *I've, everything's, didn't, and let's*. Explain that these words are all contractions.
- On separate cards, draw the foods that Dad put into the picnic basket and write their names: *apple, cheese sandwich, and dogfood*. 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, intonation, and word stress.

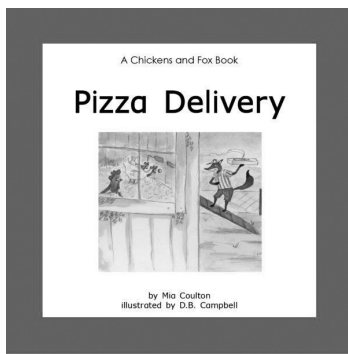
## Writing activity

- Choose a photo from the story. Add a speech bubble and ask the students to fill in what Danny or Dad might say. Have them read their speech bubbles to each other.

### FUN FACT

In the United States,  
National Picnic Day is celebrated on April 23.

**Teaching Points:** Introducing new words; Identifying and understanding basic story elements in a text; Practicing rhyming words; Noticing apostrophes in contractions; Sequencing; Rereading.



# Pizza Delivery

Level H / 104 words / fiction

High frequency words:

*first, how, own, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the illustration on the front cover? What do you think is going to happen next?"

## Look through all the pictures

- Using the language in the story, discuss each illustration 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: *delicious, delivery, knock, outfox, peephole, scissors, and voice*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *peephole* and *outfox* 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 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, "Why does the fox dress up in the pizza delivery costume? How do the chickens scare the fox?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What does it mean to *outfox* someone? Can you think of a time when you have been *outfoxed*? How did that make you feel?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the action words (verbs) with the *-ed* suffix: *dropped, jumped, looked, and opened*.
- Point out and discuss the apostrophe in the words *who's* and *it's*. Explain that *who's* is a contraction that means *who is* or *who has* and *it's* is a contraction that means *it is* or *it has*.
- Find and discuss the plural nouns *scissors* and *chickens*.

## 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

- Choose an illustration of either the chickens or the fox in the story. Add a speech bubble and ask the students to fill in the what the character(s) might say. Have them read their speech bubbles to each other.

### FUN FACT

In 2005, the record for the world's largest rectangular pizza was set in Iowa Falls, Iowa. A team of 200 people created the 129 foot X 98.6 foot pizza - enough pizza to feed the town's 5,200 residents ten slices each.

**Teaching Points:** Introducing new words; Noticing compound words; Noticing action words: Practicing words with the *-ed* suffix; Noticing plural nouns; Rereading.