

## All About Danny



by Mia Coulton

# All About Danny

Level A / 33 words / fiction

High frequency words:

*here, is, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the picture on the cover? What do you think we will learn about Danny?"

### Look through all the pictures

- Using the language in the story, discuss all the special items and places Danny is sharing with the reader on each page.
- Help the children find the known words: *here, is,* and *my*.
- Find the new word *window*.

### 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 are over 300 official dog breeds. Danny is a Labrador Retriever. Labrador Retrievers are the most popular dog breed in the U.S., U.K., and Canada.

### 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, "Can you name the items and places Danny showed us in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What special things or places would you show Danny if the book were about you?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the two-syllable word *window*. Clap the syllables together.

### 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

- On the board, write the words: "*Here is my* \_\_\_\_\_."
- Have students copy and complete the sentence by writing a word about themselves. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping two-syllable words; Monitoring reader directionality; Matching words to print, one to one; Introducing new words.



# The Zoo

Level A / 52 words / informational text

High frequency words:

*a, am, an, at, I, see, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to the zoo? What animals did you see when you were at the zoo?"

## Look through all the pictures

- Using the language in the story, discuss what animal you see in each picture.
- Introduce and find the new words: *bear, camels, elephant, giraffes, lion, rhinoceros, and tiger.*
- Help the children find and read the word *here*.
- Find the words *see* and *am*. Have students locate these words by predicting how the words begin.

## 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, "What are some animals the child telling the story saw at the zoo?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What are some other animals you would expect to see at the zoo?"

## 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

- Have students name some zoo animals and write the names on the board. Have the students draw a picture of their favorite zoo animal and write a sentence about it. Students may dictate to the teacher as necessary.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

The United States has more than 350 zoos.  
The oldest is the Philadelphia Zoo in Pennsylvania,  
which opened in 1874.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Introducing new animal words; Oral language development; Introducing new words.



# The Aquarium

Level B / 52 words / informational text

High frequency words:

*are, on, the, to, we, want*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gone to an aquarium? What kinds of animals do you think you would see at an aquarium?"

## Look through all the pictures

- Find and discuss the word *aquarium*. Clap and count the syllables.
- Using the language in the story, discuss the animals introduced in each picture.
- Help the children find and read the words *we want* in 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

The Georgia Aquarium is the largest aquarium in the world. It has the most fish (more than 100,000) and the highest volume of water (more than six million gallons).

## 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. Say, "Name some aquarium animals from this story." Have the children read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "Why do you think these animals live underwater? What do you think it would be like to live under the water? What would you need to be able to live under the water?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the animal words in the text: *manatee, octopus, stingray, sea star, seahorse, shark, and whale*. Clap and count the syllables.
- Notice and discuss the compound words *seahorse* and *stingray*.

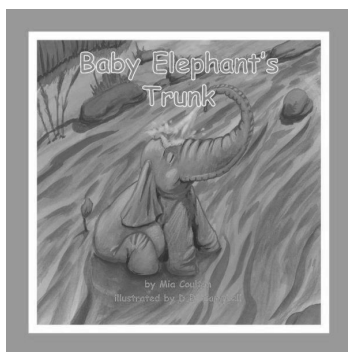
## Rereading for fluency

- 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

- Have the students write and complete the following sentence: "We want to see the \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Introducing compound words.



# Baby Elephant's Trunk

Level B / 36 words / fiction

High frequency words:

*can, I, my, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? What can elephants do with their trunks? Where do elephants live? What do they eat?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Find the known word *can*.
- Help the children find the phrase *with my trunk*.

## 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, "What can Baby Elephant do with his trunk?" Have them read the pages that support their answer.

- **Inferential comprehension:** The answers are in your head. Ask, "How is an elephant's trunk like (or unlike) your hand?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the children write the word *can*. Then write rhyming words *man* and *pan*. Ask the children to think of more words that rhyme with *can*. Write the rhyming words. Notice the rhyming words have the same middle and ending letters as the word *can*.

## 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

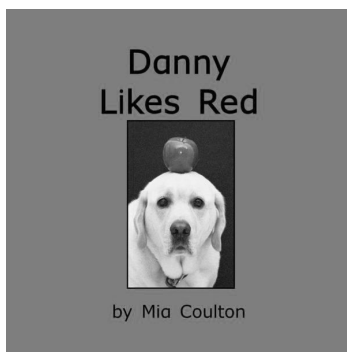
- Write the word *trunk* on the board. Have the children write what an elephant can do with its trunk. Have the students write and fill in this sentence: "He can \_\_\_\_ with his trunk." Then have the students draw a picture that corresponds to what they have written. Encourage attempts to spell words correctly.

### FUN FACT

An elephant's trunk has no bones in it.  
It is made of many different muscles.  
Elephants hug by twisting their trunks together.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with their fingers, one to one; Practicing rhyming words that end with *-an*; The concept of how an elephant eats.





# Danny Likes Red

Level B / 28 words / fiction

High frequency words:

*a, is, my, red, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on Danny's head? What color is it? What do you think this book will be about?"

## Look through all the pictures

- Help the children find the word *red*. Using the language in the story, discuss the *red* item on each page

## 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, "Can you name one of Danny's red items from the book? Can you name them all?" Have them read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other things can you name that are red?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- With the help of the students, create a list of all of the *red* items in the book.

## 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

- Revisit the list that the students generated of things that are red. Using those words, have student complete and write the sentence: "A \_\_\_\_\_ is red." 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

**A dog's vision is different from human vision.**  
**Dogs cannot see the color red.**  
**While we see a mix of red, blue, and yellow light,**  
**dogs see the world in vivid blues and yellows.**

**Teaching Points:** Using meaning to connect pictures to text; Self-monitoring - the repetitive text in this book supports the reader's early attempts at self-monitoring; Introducing the color word *red* in the text.

## Danny the Dinosaur



by Mia Coulton

# Danny the Dinosaur

Level B / 31 words / fiction

High frequency words:

*at, look, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing? Can you think of reasons why Danny would dress up in a dinosaur costume?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrase *look at my*.
- Help the students find the multisyllabic words: *dinosaur, balloon, and stickers*. Have children 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 recorded song from a dinosaur was made by a big, purple dinosaur named Barney. He loves you. You're part of his family.

### 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, "Can you find and read the page with the dinosaur balloon? Can you find and read the page with Danny the Dinosaur? What other dinosaur items does Danny have at his house?"
- **Inferential comprehension:** The answers are in your head. Ask, "Why did Danny dress up as a dinosaur? Have you ever dressed up as one of your favorite characters? Which one? Why?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Notice and discuss the plural nouns *dinosaurs* and *stickers*.

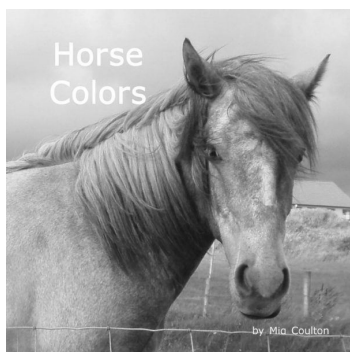
### Rereading for fluency

- 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

- Have students write complete the sentence: "Look at my dinosaur \_\_\_\_\_." 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; Finding and clapping multisyllabic words; Rereading; Cross-checking difficult words with pictures and story meaning; Noticing plural nouns.



# Horse Colors

Level B / 23 words / informational text

High frequency words:

*and, is, this*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a horse up close? What colors are horses? Where do you usually see horses?"

## Look through all the pictures

- Using the language in the story, discuss the color of each horse in the book: *black, brown, gray, and white*.
- Find the known words *is* and *this*.
- Read the last page and explain to the children about the sound a horse makes. Have them run their finger under the word *Neigh* and notice the letter *N* and its sound.

## 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, "From the story, what colors can horses be?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Where do horses usually live? Could you have a horse as a pet in your home?"

## Word work

- Have students locate the high-frequency words *this*, *is* and *and* in the text and practice writing them.
- Ask students to find the color words in the text: *black, gray, white, and brown*.

## 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.

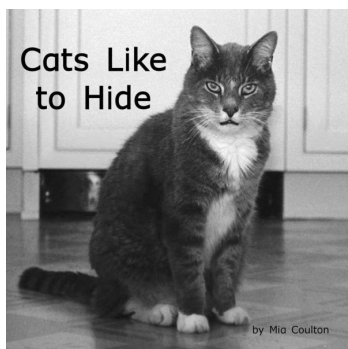
## Writing activity

- Write the word *horse* on the board. Using a color word, have students complete the sentence: "*This horse is \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Horses have strong legs that help them run fast and sleep standing up. Being able to sleep while standing helps horses stay safe from predators.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Introducing color words.



# Cats Like to Hide

Level C / 36 words / informational text

High frequency words:

*in, is, like, on, this, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Do you have a cat? What do cats like to do?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture. Make comments such as, "This cat likes to hide. This cat lives in a house."
- Help the children find the word *this*.
- Help the children find the words that may be new to them: *lives, hide, and under*. Have the children locate these words by predicting how the word begins or ends.

## 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, "Where do cats like to live? Where do they like to hide?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Do you know any other places a cat may like to hide? Why do you think cats like to hide?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Practice writing the word *this*. Ask students to write other words that start with the *th* sound.

## 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 write these sentences: "*This is a cat. This cat can hide.*" 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

Although cats like to drink milk, it's not the best food for them. Milk doesn't contain all of the nutrients cats need to be healthy.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the *th* sound.



# Danny Can Sort

Level C / 42 words / fiction

High frequency words:

*are, at, here, look, not, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some other ways to sort things besides by color?"

## Look through all the pictures

- Using the language in the story, discuss all the special items and places Danny is sharing with the reader on each page.
- Help the children find the high frequency words: *look, at, and the*.
- Help the children find the unknown word *treats*. Have them find it on pages throughout the book.

## 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

Many dogs like snacking on baby carrots, raw green beans, or slices of apple. These treats are healthy and low in calories for dogs, too.

## 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 colors are Danny's treats? Can you find and name each colored treat?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other colors could the treats come in? What do you think the flavor would be for each color of treats?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the color words: *red, yellow, green, and orange*.

## Rereading for fluency

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

## Writing activity

- Write the word *treat* on the board. Have the students copy the following sentence: "Look at the \_\_\_\_\_ treat." Have the students choose a color and fill in their sentence. 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; Self-monitoring – the repetitive sentences in this book are not in the same order on each page; Sequencing; Introducing color words in text.

## 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 Makes a Mask



by Mia Coulton

# Danny Makes a Mask

Level C / 67 words / fiction

High frequency words:

*am, and, are, get, here, look, make, put, to*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What type of mask is on the cover? What is the mask made out of?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the following words by predicting how the words begin and end: *mask, head, and eyes*.
- Have the children find the words that may be new to them: *wiggle, mouth, and antennas*. 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.

### 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 is the first part of making the mask? What is the first thing Danny puts on the head? What parts are added after the eyes, and then the mouth?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Danny makes a Bee mask? How do you think Bee will feel when he sees it?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students locate the exclamation marks on the last page. Have them practice reading those sentences with emphasis.

### 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 write a list of the items Danny added to the head in order to make the Bee mask. Encourage the use of proper punctuation and independent attempts to spell words correctly.

#### FUN FACT

Masks have a very long tradition in human culture. Early masks were used for celebrations, storytelling, and religious purposes.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Rereading; Noticing punctuation (exclamation marks); Sequencing.

## Danny Meets Norman



# Danny Meets Norman

Level C / 56 words / fiction

High frequency words:

*and, here, is, like, me, play, to, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is that little dog? What does it look like they are doing? What do you think Danny will think of him?"

### 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: *like, play, and with*.
- Help the children find the following words by predicting how the words begin and end: *puppy, walk, and Norman*.

### 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

Most dogs follow a pattern of polite behaviors when meeting each other for the first time. During this greeting, it is polite for dogs to glance at each other, look away, approach from the side, and sniff each other. Moving too quickly or staring is considered rude.

### 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 is the puppy's name? What do Danny and puppy Norman like to do together?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does it look like Danny and Norman are doing on page 11? How do you think Danny feels about Norman?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students locate the possessive word *puppy's* on page 4. Discuss why the possessive form of the word is used here.

### 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 copy and finish the sentence: "*Danny likes to \_\_\_\_\_ with puppy Norman.*" 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.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing possessive words with the 's ending.

## Danny's Window



by Mia Coulton

# Danny's Window

Level C / 62 words / fiction

High frequency words:

*at, can, in, look, my, see, the, was*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny will see from his window? Do you like to look out the window? What are some things you see when you look out your window?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *look*.
- Help the children find the words that may be new to them: *window, bus, school, and zoom*. Notice that *zoom* is an example of *onomatopoeia*. *Onomatopoeia* is the naming of a thing or action by a vocal imitation of the sound associated with it (such as buzz or hiss).

### 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

A dog's sense of hearing is very good.  
Dogs often know when their human friends pull in the driveway well before they can see the car.

### 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, "Can you find the sentences with exclamation marks? How does it sound when you read a sentence with exclamation marks? What are some things Danny saw outside his window?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else might Danny see from his window? What do you think is Danny's favorite thing to see from his window?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the word *zoom* on page 8. What does that word mean? Why did the author use that word?

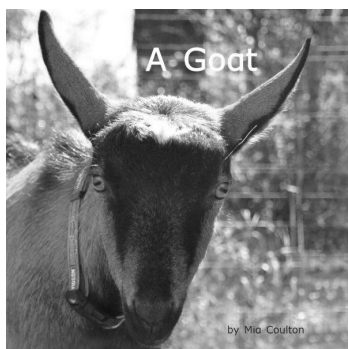
### Rereading for fluency

- 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 write and complete the following sentence: "I see a \_\_\_\_\_. " 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.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Noticing *onomatopoeia*; Rereading; Noticing punctuation (exclamation marks).



# A Goat

Level C / 42 words / informational text

High frequency words:

*can, do, go, here, jump, not, off, on, play*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a goat up close? What do you know about goats? Where do goats live and what do they eat?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find and learn the high-frequency words *can* and *jump*.
- Have the children find the words that may be new to them: *seesaw*, *table*, and *behind*.

## 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, "What are some things a goat can do?" Encourage the use of language from the text. Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Is a goat a better pet for a house or for a farm? Why?"

## Word work

- Have the 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: *behind*, *flowers*, and *table*.
- Create a list of the things a goat can do from the story: *eat*, *jump*, *kick*, and *play*. Have the students read the pages that support their answers.

## 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 children write their own sentence about what a goat can do: "A goat can \_\_\_\_\_." 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

The idea that goats will eat anything is a myth. They are actually picky eaters, but like to chew on an unfamiliar item to learn more about it.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Finding and clapping two-syllable words; Introducing action words.

## Look at Danny



by Mia Coulton

# Look at Danny

Level C / 39 words / fiction

High frequency words:

*at, he, in, is, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrase *Look at Danny*.
- Help the children find words with the *-ing* ending: *eating, jumping, riding, sitting, and sleeping*.

### 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, "Can you find the page where Danny is jumping? Can you find the page where he is sleeping?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other *ing* words could be added to this book? Examples are: *drinking, smiling, swimming, or barking*."

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the *-ing* words. Point out that these words are made up of a base word + *ing*.

### 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.

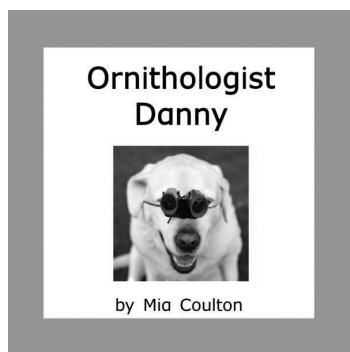
### Writing activity

- Have students write a new page for the book by completing the following sentence: "*Look at Danny. He is \_\_\_\_\_ing.*" 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

Dogs were bred to do different jobs.  
Some dogs are very fast or can jump high.  
Labrador Retrievers, like Danny,  
were bred to help fisherman. They love the water  
and are strong swimmers.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing base words and the *-ing* ending.



# Ornithologist Danny

Level C / 64 words / fiction

High frequency words:

*am, big, for, like, look, on, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Danny have over his eyes? What do you think an ornithologist does?"

## 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: *ornithologist, listen, and scientist*. Have them 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.

## After reading

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

### FUN FACT

Ostrich eyes are the largest of any animal that lives on land. Approximately the size of a billiard ball, their eyes are actually bigger than their brains (mentalfloss.com).

- **Literal comprehension:** The answers are in the text. Ask, "What types of birds did Danny see on the fence? Which bird did Danny see flying through the air? How many birds did Danny see altogether?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What types of birds do you see where you live? Have you ever used binoculars? Why do you think Danny likes to use binoculars when looking at birds?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words with the *-ing* ending: *flying, going, looking, and sitting*.
- Have the children find the color words in the story: *black, blue, red, and yellow*.

## Rereading for fluency

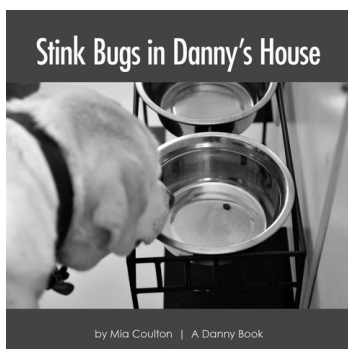
- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

## Writing activity

- Have each student write and complete the sentence: "I see a \_\_\_\_\_ bird sitting on the fence." Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Introducing base words with the *-ing* ending; Introducing color words in text; Rereading.





# Stink Bugs in Danny's House

Level C / 68 words / fiction

High frequency words:

*look, on, where*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a stink bug? How do you think Danny feels about stink bugs?"

## 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: *everywhere, stink, and toilet*. Have them clap and count the syllables in these multisyllabic 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.
- **Literal comprehension:** The answers are in the text. Ask, "Where did Danny find stink bugs in his house? What did Danny say to the stink bugs each time he would find them in his house?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Danny wanted the stink bugs out of his house? What do you do when you find a bug in your house?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words in the text: *floor-door, book-look, and eat-seat*.
- On separate cards, write each place Danny found stink bugs in his house: *book, floor, wall, door, toilet seat, food dish, and head*. 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 rhyming sentences: "I see a stink bug on the \_\_\_\_\_. I see a stink bug on the \_\_\_\_\_" Then have them draw a picture that corresponds to what they have written.

### FUN FACT

Stink bugs emit a foul odor whenever they feel threatened or when crushed. This method of defense proves to be a very successful tactic against any potential predators. Some people have compared the scent to that of cilantro, skunks, or apples with rice.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing rhyming words; Sequencing; Rereading.



# Stripes at the Zoo

Level C / 46 words / informational text

High frequency words:

*my, on, said, we*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a striped animal? Where?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students find the *said*. Point out and discuss the quotation marks throughout the story.

## 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.

### FUN FACT

A zebra's stripes are more than just *camouflage* from predators and biting insects. The stripes may also help to control the zebra's body temperature by generating small-scale breezes over the zebra's body when light and dark stripes heat up at different rates.

- **Literal comprehension:** The answers are in the text. Say, "Name some striped animals from this story." Have the children read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think that some animals have stripes? Why do you think that some animals have stripes all over their entire bodies while others only have stripes on their tails? What other animals can you think of that have stripes?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *cheetah, okapi, panda, tiger, and zebras*. Clap and count the syllables.
- Notice and discuss the plural nouns *stripes* and *zebras*.
- Have the students find the rhyming words *red* and *said*.

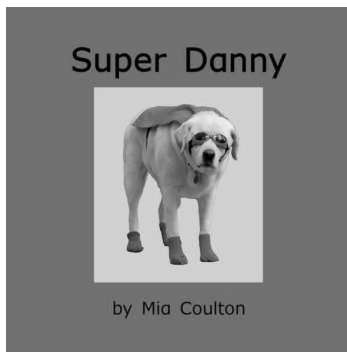
## Rereading for fluency

- 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

- Review the different animals with stripes at the zoo. Have students write a sentence about a striped animal. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Introducing new animals words; Noticing punctuation (quotation marks); Finding and clapping multisyllabic words; Introducing plural nouns; Noticing rhyming words.



# 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.

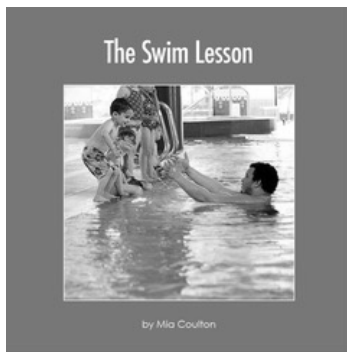
## Rereading for fluency

- 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.



# The Swim Lesson

Level C / 19 words / fiction

High frequency words:

*can, did, do, it, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in this story? Have you ever taken a swim lesson? What would you learn during a swim lesson?"

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable word *teacher*. Clap the syllables together.

## 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, "What did the teacher say to the boy at the beginning of the lesson? What did the boy say after he jumped into the pool?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think the boy felt before he jumped into the pool? How did he feel after? Can you think of a time when you said, *"I did it!"*? How did that make you feel?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words in quotation marks throughout the book.
- Find the word *splash* on page 6. What does that word mean? Why did the author use that word?

## 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

- Have students write a sentence about a time when they said, *"I did it!"* 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.

### FUN FACT

The Persians are believed to have been the first to use swimming goggles in the 1300s. These goggles were made of polished turtle shell and were used by pearl divers.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Noticing *onomatopoeia*; Rereading; Noticing punctuation (quotation marks).



# Bats in Danny's House

Level D / 59 words / fiction

High frequency words:

*here, help, that, was, what*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is flying above Danny in the cover photograph? Have you ever seen a bat? What do you know about bats? Are they animals that we welcome into our homes?"

## 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: *help, here, and was*.
- Have the children find the words that may be new to them: *yells* and *cries*. Help students determine what it means when Danny *yells* and *cries* in the story.

## 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

Bats are natural bug zappers and play an important role in keeping nature's balance. A single brown bat can eat up to 1,000 mosquitoes in one hour.

## 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 sound does the bat make? How does Bee get the bat to leave the house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny feel about the bat in the house? How can you tell?"

## Word work

- The words *that* and *bat* have the same at ending. Have the students list other words that end the same way (*cat, rat, sat, mat*).
- Have the students locate the *-ing* words *resting* and *flying*. Count and clap the syllables.
- Help the students locate the word *swish*. This word describes a sound. Have them create other words that end in *ish* (*fish, wish, dish*).

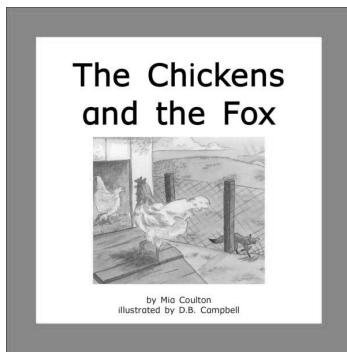
## Rereading for fluency

- Have the children read the story again, either independently or with a partner.

## Writing activity

- Have each student write the following sentences: "What is that? It's a bat!" 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 the *-ing* ending; Practicing the ending sounds *at* and *ish*; Noticing punctuation (question marks and exclamation marks); Finding and clapping two-syllable words.



# The Chickens and the Fox

Level D / 50 words / fiction

High frequency words:

*a, and, are, come, for, here, in, see, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a chicken? What are chickens like? What do they eat? What do foxes look like? What do you think foxes eat?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find and clap the two-syllable words: *chickens, going, looking, and away*.

## 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 at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Where are the chickens at the beginning of the story? Where do they go on page 4? Who follows them? What do the chickens do?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do the chickens chase the fox away? What do you think the fox would do if the chickens had let him stay?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the word *yard* by predicting the beginning and ending sounds. Point out the /ar/ sound in the middle of the word. Discuss other words that have the /ar/ sound (*far, car, bar*).
- Point out the contracted word *don't* on page 12. Briefly explain contractions. Ask the students what two words the contraction *don't* represents.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner.

## Writing activity

- Write the word *yard* on the board. Have each student write a sentence that includes the word *yard*. 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

Foxes have a lot in common with cats. They both have vertical shaped pupils, sensitive whiskers, and spines on their tongues. They also move and hunt on their toes while stalking and pouncing on their prey.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the /ar/ sound; Introducing contractions.



## Cookies for Danny



by Mia Coulton

# Cookies for Danny

Level D / 58 words / fiction

High frequency words:

*are, here, his, no, some, too, yes, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What does it look like Grandma Ruth is doing?"

### 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 *yes* and *no*.
- Ask the children to find the words with the /uu/ sound: *looking*, *book*, and *cookies*. Have them say the words *look*, *book*, and *cook* to hear the /uu/ sound.

### 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

Smiling is contagious. So are our other facial expressions. It is believed that we mimic the facial expressions of the people around us because it helps us understand their feelings and state of mind.

### 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 is Danny sad at the beginning of the book? How does he feel at the end of the book? How do you know?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Grandma Ruth feels when she sees that Danny is sad? Which cookie do you like the best? Why?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the feeling words in the text: *happy*, *sad*, and *mad*.

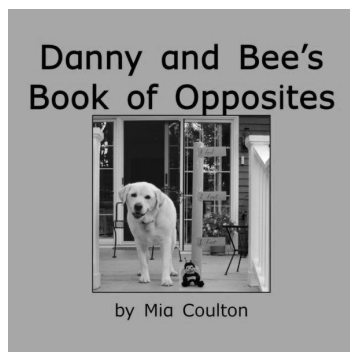
### Rereading for fluency

- 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 following sentence on the board: "Danny likes to eat his \_\_\_\_\_ cookie." Have each student copy and complete the sentence. 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 words about emotions; Practicing the /uu/ phoneme.



# Danny and Bee's Book of Opposites

Level D / 41 words / fiction

High frequency words:

*big, down, little, open, out, want*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are opposites? Can you think of some examples? What do you think Danny and Bee are going to do in this book?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Ask the children to find the pairs of opposite words in the text: *big-little, closed-open, down-up, and out-in*. Opposites are also called *antonyms*.

## 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

A **contronym** is a word with a homonym (another word with the same spelling, but different meaning) that is also an **antonym** (a word with the opposite meaning). Some examples are **dust, buckle** and **cleave**.

- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the times Bee and Danny do opposite things in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other opposites between Bee and Danny? What are some examples of opposites between you and Danny?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students list the pairs of opposites previously located in the text: *big-little, closed-open, down-up, and out-in*.
- Point out the exclamation mark on page 16. Briefly explain exclamation marks.

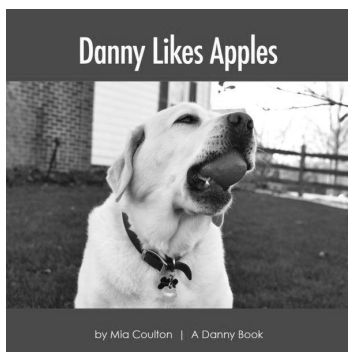
## Rereading for fluency

- 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 choose one of the opposite pairings from the story. Have them write a sentence about that pairing 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:** Noticing punctuation (exclamation marks); Introducing *antonyms* (opposite pairs); Rereading.



# Danny Likes Apples

Level D / 59 words / fiction

High frequency words:

*big, can, eat, green, red, yellow*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at the cover. What does Danny have in his mouth? What will he do with it? Do you eat apples? Do you like them? Do you think Danny will?"

## 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 color words: *red, green, and yellow*.
- Have the children find the words that may be new to them: *appleseed, tart, and sweet*. 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

Johnny Appleseed traveled through Ohio and Indiana planting and selling apple trees to American settlers in the mid 1800s. The last known apple tree planted by him still stands in Nova, Ohio. It is over 176 years old.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Does Danny like apples? How does the book say that apples taste? What is inside an apple?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite type of apple? What do you know about Johnny Appleseed?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students locate the size words *big* and *small* in the story.
- Help students find the words with the ee in the middle: *sweet, seeds, tree, and Appleseed*. Discuss and list more words with the ee vowel pattern (*sweep, sleep, sheep*).

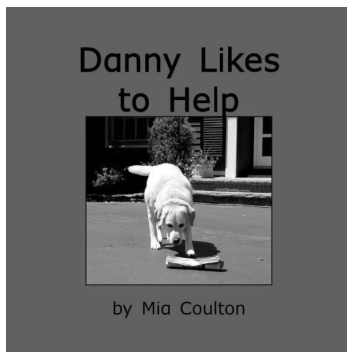
## Rereading for fluency

- 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 a sentence about eating apples with Danny. Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Practicing words with the ee vowel pattern; Introducing color words, Introducing size words; Finding and clapping multisyllabic words; Rereading.



# Danny Likes to Help

Level D / 60 words / fiction

High frequency words:

*at, come, get, help, of, out*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does it look like Danny is doing on the cover? How is he helping?"

## 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 *get* and *help*.
- Have the children find the words *clean* and *dishes* 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, "How is Danny helping Dad in each picture?" Have the students read the pages that support each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you help at home? If you have a pet, which chore do you wish your pet would help with? Why?"

## 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: *newspaper*, *dishes*, and *hammock*.
- On separate cards, write each way Danny helps 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 likes to help Dad with 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

A recent study published in *Scientific Reports* shows evidence that dogs are among a very small number of animals that will perform unselfish acts of kindness for others without the promise of a reward.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Sequencing; 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's Five Senses



by Mia Coulton

# Danny's Five Senses

Level D / 52 words / fiction

High frequency words:

*can, here, is, no*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the front cover? What is it celebrating? What do you think is going to happen in this story?"

### 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 *here* and *no*.
- Have the children find the sensory words in the text: *hear, see, feel, smell, and taste*.

### 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 happened to Dad's cake? What did Dad say to Danny?" 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 saw the cake on the floor? What do you think the cake tasted like?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the quotation marks and exclamation mark on page 10. Discuss and explain why the author used these tools.
- On separate cards, write each of the five senses Danny used with the cake. 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: "*Here is the cake. I can \_\_\_\_\_ the cake.*"
- Encourage the use of punctuation and independent attempts to spell words correctly.

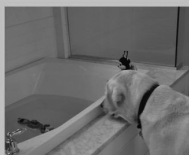
#### FUN FACT

Animals have differences in how their receptors sense the world around them. For example, dogs and sharks have a terrific sense of smell; while cats can see very well in dim light.

**Teaching Points:** Introducing new words; Introducing sensory words; Noticing punctuation (exclamation marks and quotation marks); Sequencing.



## Danny's Game of Sink or Float



by Mia Coulton

# Danny's Game of Sink or Float

Level D / 92 words / fiction

High frequency words:

*and, at, look, play, said, will, with, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing in the cover picture? What is in the bathtub?"

### 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: *boat, sinks, tub, and water*.
- Find and clap the two-syllable words: *Danny, water, floating, and playing*.

### 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 items floated when Danny put them into the tub? What items sunk?" 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 Danny put him in the water? What would happen if Danny got into the water? What are some other items that would float if you put them into the tub? What are some other items that would sink?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the words with the *-ing* ending: *floating* and *playing*. Notice that these words are made up of the base word and the *-ing* ending.
- Point out the quotation marks throughout the text. 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 and complete the following sentence: "The \_\_\_\_\_ floated in the water." Then have them draw a picture that corresponds to what they have written.

#### FUN FACT

When an object floats, it pushes water out of the way. That's called *displacement*. But guess what? Water pushes back! The more surface area an object has, the more water pushes back against it, helping it float.

**Teaching Points:** Introducing new words; Noticing punctuation (quotation marks); Practicing words that end with *-ing*; Rereading; 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.

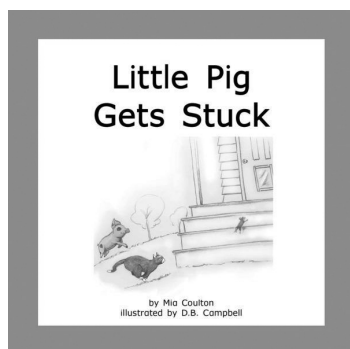
### Rereading for fluency

- 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.



# Little Pig Gets Stuck

Level D / 62 words / fiction

High frequency words:

*little, play, run*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What characters do you see on the cover? What do you think is going to happen in this story?"

## 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, play, and run*.
- Have the children find the rhyming words *house* and *mouse*.

## 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, "Who is chasing the mouse? Who is chasing the cat? What happens to little pig?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did the mouse run into the house? What would have happened if that cat had caught the mouse? What could have happened if little pig hadn't gotten stuck?"

## 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: *little, resting, and running*.

## 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.

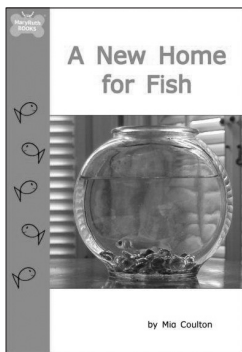
## Writing activity

- Have each student write and complete the following sentences: "The cat is in the house. The pig is in 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

How fast can a pig run?  
Pigs are sprinters and can attain their top speed in just a few strides.  
Domestic pigs average a top speed of about 11 miles per hour.

**Teaching Points:** Introducing new words; Practicing rhyming words; Finding and clapping two-syllable words; Rereading.



# A New Home for Fish

Level D / 63 words / fiction

High frequency words:

*and, at, big, for, good, it, little, look, put, some, this*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Fish going to go? Do you think Fish is excited about moving?"

## 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: *bowl, marbles, plant, and swim*.

## 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 is Fish's new home? How did Dad decorate Fish's new home?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Do you think Fish likes his new home? Have you ever moved? If so, what was it like? How would you decorate your new fish bowl if you were Fish?"

## 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: *little, marbles, and water*.
- On separate cards, write the different steps it took to get Fish's new home ready: *water, marbles, plants, then Fish*. 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.

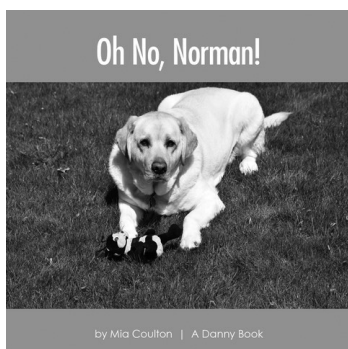
## Writing activity

- Have each student write the following sentence: "*Fish has a new home.*" Then have them draw a picture that corresponds to what they have written.

### FUN FACT

Goldfish have a memory span of at least three months and can distinguish between different shapes, colors, and sounds.

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



# Oh No, Norman!

Level D / 82 words / fiction

High frequency words:

*away, no, that, what, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Norman doing with Bee? What do you think is going to happen in this story?"

## 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: *sometimes*, *eye*, *friend*, and *forgot*. 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.

## 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 was Norman playing with Bee? How did Bee get hurt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he realized Bee was torn? What do you think Danny will think when he finds out?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and discuss the action words (verbs) that have the *-ed* suffix: *loved*, *cried*, *called*, *liked*, *shouted*, *worried*, and *picked*. This ending means that the action has already happened. It happened in the past.
- Find and discuss the rhyming pair *ran-can*. Using magnetic letters, create words with the same *an* rime pattern (*man*, *fan*, *pan*, *ran*, *tan*).

## 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.

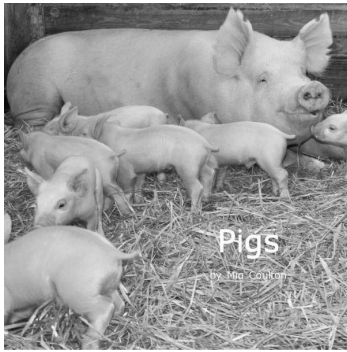
## Writing activity

- Have each student write the following sentence: "*Sometimes Norman loved Bee a little too much.*" Then have them draw a picture that corresponds to what they have written.

### FUN FACT

Googly eyes (aka jiggly eyes) are most commonly known as small plastic craft supplies used as eyeballs. They have an outer shell with black dots that move around.

**Teaching Points:** Introducing new words; Practicing words with the *an* rime; Finding and clapping multisyllabic words; Introducing the *-er* suffix; Rereading.



# Pigs

Level D / 77 words / informational

High frequency words:

*and, are, at, big, come, look, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What do you know about pigs? Have you ever seen a pig?"

## 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: *are, come, and with*.
- Have the children find the words that may be new to them: *piglets, cool, muddy, snout, and roll*.
- Find the words ending in *-ing*: *eating and sleeping*.

## 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

Pigs snuggle close to one another and prefer to sleep nose to nose. They dream, much as humans do. In their natural surroundings, pigs spend hours playing, sunbathing, and exploring.

## 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 do pigs like to do? What are baby pigs called? Why do pigs roll in the mud?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would it be like to have a pig?"

## 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: *baby, muddy, eating, sleeping, and piglets*.
- Point out that the 's in *pig's* on page 6 means possession, showing that the nose belongs to the pig.

## Rereading for fluency

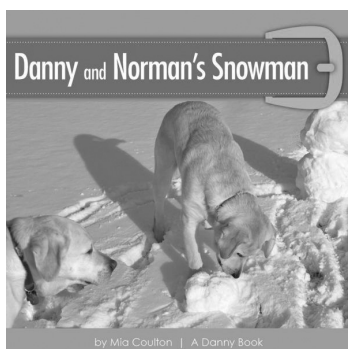
- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

## Writing activity

- Have each student write and complete the following sentence: "*Pigs like 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.

**Teaching Points:** Introducing new words; Introducing possessive words with the 's ending; Introducing words with the -ing ending; Rereading; Finding and clapping two-syllable words.





# Danny and Norman's Snowman

Level E / 125 words / fiction

High frequency words:

*are, but, come, get, help, no, now, run, what, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What season is it in this story? What do you think will happen when Danny and Norman try to build a snowman?"

## 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: *carrot, Norman, and snowman*. 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 the four things that Danny and Norman put on the snowman? What happens to the snowman's nose?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever made a snowman in the snow? What else do you like to do in the snow?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *to, too, and two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

## 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

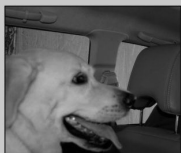
- On separate cards, write the four items Danny and Norman use to decorate the snowman. Have the students put the cards in sequential order to match the text. Then have them copy and complete the following sentence with one of the cards: "*Here is a \_\_\_\_\_ for the snowman.*" Have them draw a picture that corresponds to what they have written.

### FUN FACT

The biggest snowman ever created was in Bethel, Maine, in 2008. The snow-woman, named Olympia, was 122 feet tall, had pine trees for arms, and a mouth made out of car tires.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Sequencing; Introducing the *to, too* and two homophones.

## 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.

## Danny, Bee and the Skunk



by Mia Coulton

# Danny, Bee and the Skunk

Level E / 71 words / fiction

High frequency words:

*away, came, did, no, out, ran, run, that*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Take a look at the cover of this book. Who is on the cover with Danny and Bee? What do you know about skunks? Are they friendly to approach? What do you think might happen with the skunk 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: *chase, skunked, P.U., and rescue*. 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

When frightened, skunks spray a stinky, oily liquid for up to ten feet from a gland under their tails.

- **Literal comprehension:** The answers are in the text. Ask, "What are Danny and Bee really chasing in the beginning of the story? What happens to Bee at the end of the story? Can you guess what it means to be *skunked*?" Have the students read the page that supports each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever smelled a skunk smell? What does it smell like? Why do you think skunks spray a stinky smell?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, looked, skunked, and stopped*. This ending means that the action already happened. It 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 and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

### Writing activity

- Have the students draw a picture and write a sentence about Bee getting skunked.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing words with the *-ed* suffix; Introducing action words (verbs).

## Danny Follows the Signs



by Mia Coullton | A Danny Book

# Danny Follows the Signs

Level E / 98 words / fiction

High frequency words:

*come, have, no, now, stop, will, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does it look like Danny, Bee and Norman are doing on the cover? Where do you think they are going?"

### 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: *sign, right, leash, and must*. 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 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 did Danny see on the tree? What other signs did Danny, Norman and Bee see?" Have the students read the pages that support each answer.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some signs that you see everyday? Why do you think we need signs? What sign could you make for your home? Why?"

### 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 ay vowel pattern: *today, way, play, and stay*. Using magnetic letters, make other words with that same vowel pattern (*day, may, gray, way, tray*).
- On separate cards, write each sign that Danny sees in the story. 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.

### Writing activity

- Have each student create a sign for his or her bedroom. Then have them write and complete the following sentence: "The sign says \_\_\_\_\_."

### FUN FACT

Did you know that the shape of the road sign delivers a specific message? Round signs are used for railroad crossings, octagons are used for stop signs, diamonds are used to warn that there are curves ahead, squares are used for caution, and rectangles are used for mileage and speed limit signs.

**Teaching Points:** Introducing new words; Practicing words with the ay vowel sound; Sequencing; Rereading.

## Danny Gets Fit



by Mia Coulton

# Danny Gets Fit

Level E / 177 words / fiction

High frequency words:

*do, get, good, have, no, of, run, will, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Danny? What is he standing on?"

### 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: *breakfast, exercise, morning, pancakes, and tomorrow*. 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

Depending on the breed, dogs should have between 30 and 120 minutes of exercise a day. Other than walking, some fun activities include: **dog**a (dog yoga), swimming, playing fetch, agility classes, and chasing bubbles.

- **Literal comprehension:** The answers are in the text. Ask, "How does Dad know it's time for Danny to get fit? What are some of the ways Danny can get fit? When does Danny decide to get fit?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What does Danny think about getting fit? Why is it important to get fit? What are some ways you can get fit?"

### 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 *st* blend: *breakfast* and *stay*.
- On separate cards, write each way that Danny tries to get fit: *eat, run, exercise, stretch, drink, and rest*. These are all action words (verbs). 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

- Using the list of action words, have each student write and complete the following sentences: "Danny will get fit. Danny 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 words with the *st* blend; Introducing action words (verbs); Sequencing.



# Danny's New Toy

Level E / 70 words / fiction

High frequency words:

*get, had, his, into, no, ran, two*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is in the bag on the front cover? What do you think this story is going to be about?"

## 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: *doggyback, outside, birthday, yellow, muddy, and puddle*. 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: *doggyback, outside, and birthday*.

## 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 did Danny do with his new toy? What happened after Danny and his new toy got muddy?" 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 his new toy got muddy? How do you think Dad felt when he saw how muddy Danny was?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *to, too, and two* in the story. Homophones are a type of homonym that sound alike, but have different spellings and different meanings.
- Point out the exclamation mark on page 10. Briefly explain exclamation marks.

## 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

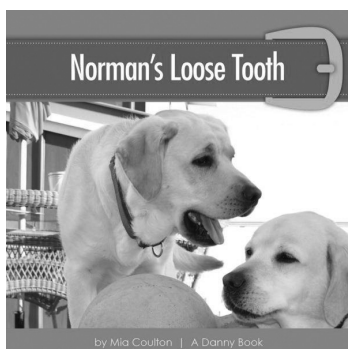
- Have each student write and complete the following sentence: "Danny named his new toy \_\_\_\_\_. " Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

In 1952, Mr. Potato Head became the first toy advertised on national television in America.  
It is still in production today.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (exclamation marks); Noticing compound words; Introducing the *to, too* and *two* homophones; Rereading.





# Norman's Loose Tooth

Level E / 65 words / fiction

High frequency words:

*his, just, of, out, put, what, when, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman is saying to Danny in the picture on the cover?"

## 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: *chewing, surprise, wondered, pillow, and fairy*. 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 was Norman doing when his tooth fell out? What will happen when Norman puts the tooth under his pillow at night?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How many teeth have you lost? Have you ever lost a tooth when you were chewing on something? What do you think the Tooth Fairy looks like?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students find the words with the *th* digraph: *mouth, tooth, and the*.
- Find and discuss the words with the */ou/* phoneme: *mouth, ouch, and out*. Using magnetic letters, make other words with the same sound (*south, couch, about, pout, found*).

## 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.

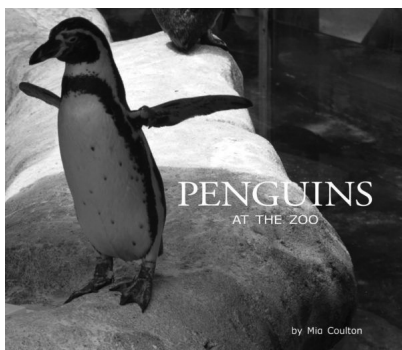
## Writing activity

- Have each student write the following sentence: "Norman found the tooth that fell out of his mouth." Then have them draw a picture that corresponds to what they have written.

### FUN FACT

The Tooth Fairy is younger than both Santa Claus and the Easter Bunny.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the *th* digraph; Practicing the */ou/* phoneme; Rereading.



# Penguins at the Zoo

Level E / 84 words / informational

High frequency words:

*are, but, do, good, have, help, when*

## Before reading

- Look at the cover and read the title.
- Call attention to informational text features within the book (bolded words, glossary).
- Possible discussion questions: "What do you know about penguins? Have you ever seen a penguin? If so, where?"

## 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: *penguin*, *waddle*, and *webbed*. 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.

### FUN FACT

The Emperor Penguin is the tallest of all penguin species, reaching almost four feet in height.  
Little Blue Penguins are the smallest type of penguin, averaging around one foot in height.

## 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 do penguins have long beaks? Why are penguins good swimmers? Penguins are birds, but can they fly?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a penguin has feathers that are black and white? Do you think a penguin would be a good runner? Why or why not?"

## 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: *steer*, *teeth*, and *feet*. Using magnetic letters, make other words with same pattern (*meet*, *beep*, *need*).
- Notice and discuss the plural nouns: *birds*, *wings*, and *penguins*.

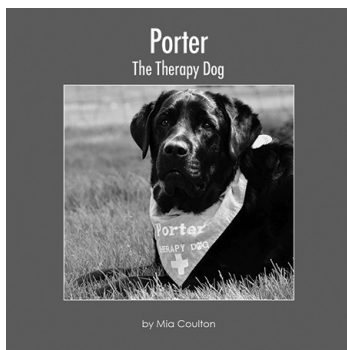
## Rereading for fluency

- 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 sentences: "*Penguins have \_\_\_\_\_ to help them \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Finding and clapping two-syllable words; Practicing the /ee/ phoneme; Noticing plural nouns; Rereading.



# Porter The Therapy Dog

Level E / 108 words / fiction

High frequency words:

*are, at, come, good, him, his, on, one*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a therapy dog? How does a dog become a therapy dog? How do you recognize a therapy dog?"

## 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: *blanket, Porter, quiet, scarf, and therapy*. 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

Animals are good for our minds and bodies. The simple act of petting a dog can lower the risk of stroke, seizure, and heart attack. Therapy pets can help soothe patients and lower their stress and anxiety. Animals are also really good at helping people feel less alone.

- **Literal comprehension:** The answers are in the text. Ask, "What is Porter's job? What are some things that Porter does when he is at work?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a therapy dog? Why do you think Porter's job is important and helpful? Do you think that Porter likes his job? Why or why not?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /er/ phoneme: *girl* and *first*. Using magnetic letters, make other words with the same sound (*bird, dirt, stir*).
- Find and discuss the homophones *to, too, and two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

## 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 sentences: "*Porter is a therapy dog. He likes to \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Introducing the *to, too* and *two* homophones.

## 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.

## 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

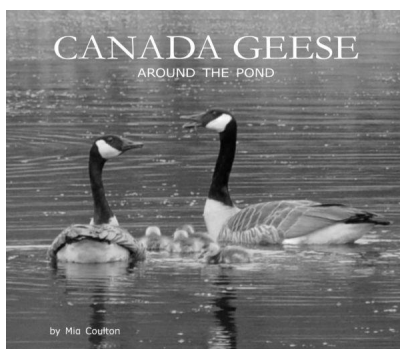
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

### 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.





# Canada Geese Around the Pond

Level F / 113 words / informational

High frequency words:

*are, come, eat, that, they*

## Before reading

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

## 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: *Canada, goslings, and learn*. 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 do Canada Geese do around the pond? Where do the geese go in the winter?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Canada Geese goslings look different from Canada Geese adults? What are some ways that a father goose could protect the nest and the goslings?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *gr* blend: *grass* and *gray*. Using magnetic letters, make other words with the same sound and pattern (*green, grow, grip*).
- Find and practice the words with the CVCe pattern: *nine, safe, and like*.
- Find and discuss the plural nouns: *goslings, eggs, plants, ponds, and weeks*.

## 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: "*Canada Geese like to \_\_\_\_\_ around the pond.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Canada geese fly in a V-shape because it is more efficient. Each goose's flapping gives lift to the birds behind it. The V-shape also makes it easier for the geese to communicate with each other and maintain visual contact.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *gr* blend; Noticing plural nouns; Practicing words with the CVCe pattern; Rereading.



## Danny and Bee's Safety Rules



by Mia Coulton

# Danny and Bee's Safety Rules

Level F / 106 words / fiction

High frequency words:

*be, how, our, ride, stop, take, when*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing in the cover photo? How are they being safe?"

### 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: *rollerblading, buckle, helmet, and wear*. 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

There are four basic safety rules for bike riding:  
wear a helmet, ride on the right side of the road  
with traffic, use appropriate hand signals,  
and obey traffic signals.

### 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 do Danny and Bee like to play together? How do Danny and Bee play safely?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some ways that you can be safe when playing with your friends?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *cross* with the *oss* ending. Using magnetic letters, make other words with the same sound and pattern (*boss, toss, across*).
- On separate cards, write each activity Danny and Bee like to do while being safe: *crossing the street, riding bikes, swimming, hiking, rollerblading, and riding in the car*. 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

- Have each student write the following sentence: "Danny and Bee know how to be safe." 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 *oss* ending; Rereading; Sequencing.

## 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

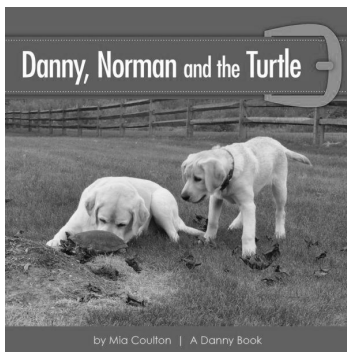
- Have each student write and complete the following sentence: "*The little worm played on Danny's \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

#### 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 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's Groundhog Day



by Mia Coulton

# Danny's Groundhog Day

Level F / 126 words / fiction

High frequency words:

*be, its, of, or, today*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What holiday is Danny celebrating? What do you know about Groundhog Day?"

### 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: *baseball, February, groundhog, and shadow*. 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

Groundhogs are "true hibernators." They hibernate from late fall to late winter or early spring. During this time, their body temperatures drop and their heart rates slow from 80 beats per minute to just five.

### 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 Danny look for the groundhog? Does the groundhog see its shadow?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Would you rather have six more weeks of winter or an early spring? Why?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *groundhog's*. Explain that the 's means possession.
- Find and discuss the rhyming pairs: *or-more, sit-it, and be-see*.
- Find and discuss the question marks throughout the text.

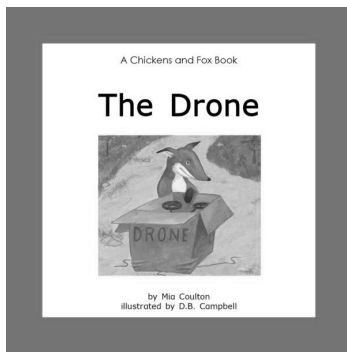
### Rereading for fluency

- 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

- Have each student write and answer the following question: "*Will the groundhog see its shadow?*" 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 punctuation (question marks); Practicing rhyming words; Introducing possessive words with the 's ending; Rereading.



# The Drone

Level F / 113 words / fiction

High frequency words:

*going, of, our, out, some, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does the fox find in the box? What do you think the fox is going to do with the drone?"

## 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: *lucky, drone, speeding, and thump*. 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

A drone, also known as an unmanned aerial vehicle (UAV), is an aircraft without a pilot on board. A drone's flight is either controlled by a computer in the drone or remotely, by a pilot on the ground.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How does the fox use the drone? What do the chickens do when they see the fox?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Where would you fly a drone? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *blow* with the *bl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*blue, blimp, black, bloom*).
- Find and discuss the rhyming pairs: fox-box, do-to, day-away, and we-me.
- Point out the quotation marks and exclamation marks throughout 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

- Have each student write and complete the following sentences: "*I am flying in the sky! I am going to look for some \_\_\_\_\_.*" 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 rhyming words; Noticing punctuation (quotation marks and exclamation marks); Practicing words with the *bl* blend; Rereading.



## Five Danny Dogs



by Mia Coulton

# Five Danny Dogs

Level F / 122 words / fiction

High frequency words:

*five, four, saw, ten, then, was, were, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How many dogs are on the front cover? What are they doing on the quilt?"

### 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: *buzzing* and *quiet*. 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 did each dog chase when he left the quilt? How many dogs were left on the quilt?" 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 was the last dog on the quilt? How would you feel if you were being chased by one of the dogs?"

### 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: *riding, sitting, and buzzing*.
- Find and discuss the rhyming pairs: *then-ten, he-bee-three, and one-fun*.
- On separate cards, write what each dog chases when he leaves the quilt: *rabbit, bird, boy on bike, and bee*. 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.

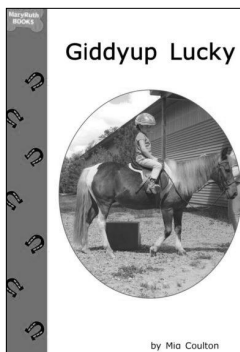
### Writing activity

- Have each student write and complete the following sentences: "One dog saw a \_\_\_\_\_. Off he went to chase the \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

#### FUN FACT

According to canine researcher Stanley Coren, some dogs can count to five, perform simple math calculations, understand up to 250 words and gestures, and trick people or other dogs in order to get treats.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *-ing* suffix; Practicing rhyming words; Sequencing; Rereading.



# Giddyup Lucky

Level F / 128 words / fiction

High frequency words:

*after, be, goes, going, too*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is happening in the cover picture? How is the little girl being safe?"

## 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: *giddyup, tomorrow, bridle, Lucky, and stable*. 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

Horseback riding is more than just sitting on a horse. It improves coordination and alertness, strengthens the spine, stimulates the internal organs, improves physical and mental conditions with abled and disabled people, and boosts a sense of well-being.

## 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 the little girl bring to Lucky? Who teaches the little girl how to ride the pony? How does the little girl get ready to ride Lucky?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Lucky feels about the little girl? Have you ever ridden a horse or pony? What was it like?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *stable, stall, just, and sister*. Using magnetic letters, make other words with the same sound and pattern (*star, mister, cast, most*).
- Find and practice the words with the CVCe pattern: *size and name*.

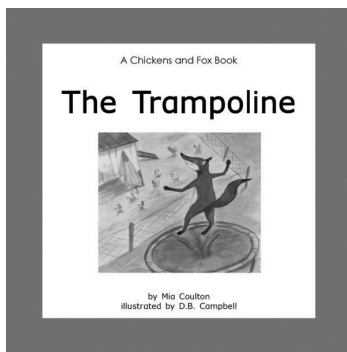
## Rereading for fluency

- 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: "I like to ride Lucky. He is just the right size for me." 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 words with the CVCe pattern; Practicing words with the *st* blend; Rereading.



# The Trampoline

Level F / 77 words / fiction

High frequency words:

*going, into, out, was, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the front cover? What do you think the fox is going to do 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: *boing, ready, trampoline, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *boing* and *yikes* are examples of onomatopoeia.

## 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, "How does the fox use the trampoline? What do the chickens do when they see the fox on the trampoline?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever jumped on a trampoline? How did it feel? If you could use a trampoline to jump into any place, where would you jump?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *fair* with the /ai/ vowel pattern. Using magnetic letters, make other words with the same sound and vowel pattern (*hair, pair, chair, stair*).
- Find and discuss the word *noise* with the /oy/ phoneme. Discuss other words with the same sound (*boy, oil, toys*).

## 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.

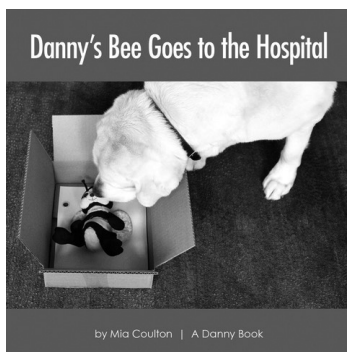
## Writing activity

- Have each student write and complete the following sentences: "I am jumping on a trampoline. I am going to jump into/onto the \_\_\_\_\_. Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Trampolines are used for more than just jumping. Divers practice their ability to target a landing spot by trampolining and freestyle skiers practice moves and tune up their balance on trampolines.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing *onomatopoeia*; Practicing the /ai/ vowel sound; Practicing words with the /oy/ phoneme; Rereading.



# Danny's Bee Goes to the Hospital

Level G / 149 words / fiction

High frequency words:

*be, from, going, new, take, then, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why do you think Danny put Bee in the box? What do you think will happen in this story? Have you ever gone to the hospital?"

## 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, calm, and package*. 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.

### FUN FACT

A doll hospital is a workshop that specializes in the restoration or repair of dolls. One of the oldest doll hospitals was established in Lisbon, Portugal in 1830. There is even a Doll Doctors Association in the United States.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "When Norman was playing with Bee, what happened to Bee? What was Danny's idea to fix Bee?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he had to tell Danny what happened to Bee? Have you ever accidentally broken a friend's toy? How did that make you feel?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the /ow/ phoneme: *found, shouted, and down*.
- Find and discuss the homophones *eye-I* and *be-Bee* in the story. Homophones are words that sound alike, but have different spellings and meanings.

## 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: "*I have a great idea! Let's send Bee to the \_\_\_\_\_.*" 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; Noticing possessive words with the 's ending; Practicing words with the /ow/ phoneme; Introducing homophones.



# Danny's Really Big Show

Level G / 143 words / fiction

High frequency words:

*don't, going, has, then, was, your*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing? What do you think Danny is going to do?"

## 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: *ta-da, magic, guitar, building*, and *guess*. 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.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny want to do in the really big show? What did Bee want to do in the show?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Bee leave the building? How do you think Bee felt? How would you feel if you couldn't do something you wanted to do?"

## 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, back*, and *trick*.
- Find and discuss the rhyming words: *see-he-Bee* and *trick-pick*.
- Point out the apostrophe in the words *can't* and *won't*. Explain that *can't* is a contraction that means *cannot* and *won't* is a contraction that means *will not*.

## 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

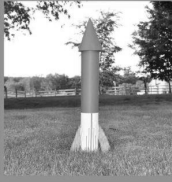
- Have each student write and complete the following sentences: "*I am going to put on a really big show. I will \_\_\_\_\_ in the really big show.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

The Ed Sullivan Show was a weekly television variety show that featured famous singers, actors, opera stars, ballet dancers, and circus acts. Ed Sullivan would start off nearly every broadcast by telling the audience, "We have a really big show tonight."

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ck/ blend; Practicing rhyming words; 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

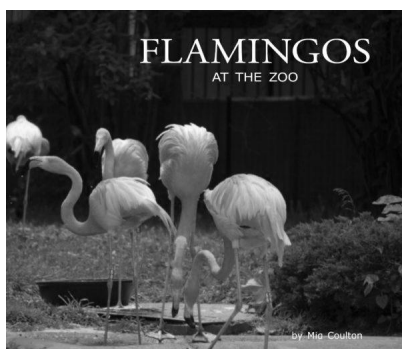
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

### 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.





# Flamingos at the Zoo

Level G / 122 words / informational

High frequency words:

*be, eat, from, has, its, or, their, they, under*

## Before reading

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

## 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: *covered, curved, honk, and stilts*. 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.
- **Literal comprehension:** The answers are in the text. Ask, "Why are flamingos pink? Why does a flamingo have a curved beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think flamingos stand on one leg? Why do you think flamingos have long necks and legs? Why do you think flamingos like to be with other flamingos?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns: *wings, stilts, legs, flamingos, feathers, and birds*. Change the following words into plural nouns: *beak, body, and noise*.
- Find and discuss the rhyming pairs: *not-lot* and *that-at*.
- Find and discuss the words with the /nk/ blend: *pink, honk, and drinking*.
- Find and discuss the words with the /oo/ phoneme: *zoo, scooping, and food*.

## Rereading for fluency

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

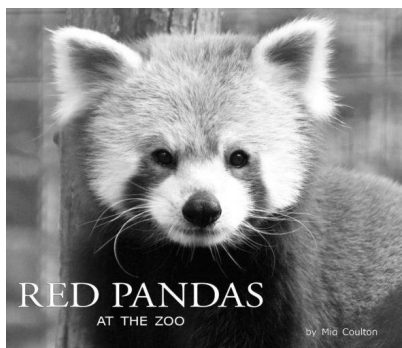
## Writing activity

- At the zoo, there are signs describing each animal on display. Have each student design a zoo sign for the flamingo exhibit, including facts and pictures.

### FUN FACT

The word *flamingo* comes from the Spanish word *flamenco*, which came from the earlier Latin word *flamma*, meaning flame or fire.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /nk/ blend; Practicing the /oo/ phoneme; Noticing rhyming words; Practicing plural nouns; Rereading.



# Red Pandas at the Zoo

Level G / 85 words / informational

High frequency words:

*be, because, its, when*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a red panda? What do you know about red pandas?"

## 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: *bushy, striped, and waddles*. 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.
- **Literal comprehension:** The answers are in the text. Ask, "Where do red pandas sleep? Why does a red panda waddle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think red pandas sleep in trees? Why do you think a red panda has stripes on its face and its tail?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /sh/ digraph: *shorter, shy, and bushy*.
- Point out the *str* onset in the word *striped*. Using magnetic letters, create other words with the *str* beginning sound (*string, straw, strong, stray*).
- Point out the apostrophe in the word *panda'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 sentence: "Look at the red panda \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Red pandas exhibit temperature-regulating behaviors. They curl into a tight ball to conserve body heat in cold weather. When it is warm, red pandas stretch out on branches and pant to lower their body temperature.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *sh* sound; Introducing possessive words with the 's ending; Practicing the *str* onset; Rereading.



# Sharks at the Aquarium

Level G / 117 words / informational

High frequency words:

*because, every, found, going, has, its, many, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a shark? What do you know about sharks?"

## 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, breathes, quickly, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Explain that *yikes* is an exclamation expressing shock and alarm.

## 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

Shark skin feels just like sandpaper.  
Instead of flat and rough scales like a fish, shark  
scales are smooth and teeth-like.  
These scales point towards the tail, which reduces  
friction and helps the shark to swim very fast.

## 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 do sharks always look like they are staring? What happens when a shark loses a tooth?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for sharks to have rows and rows of teeth? What would you do if you had lots and lots of teeth?"

## 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: *fishing, losing, staring, and swimming*.
- Point out the apostrophe in the word *shark's*. Explain that the 's means possession.
- Find and discuss the plural nouns: *pups, sharks, rows, and teeth*.

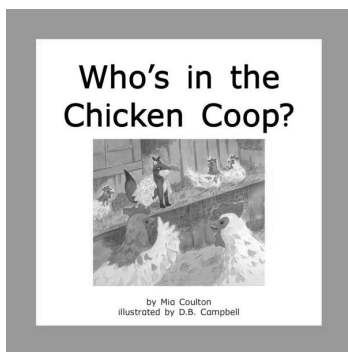
## Rereading for fluency

- 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: "*Sharks use their \_\_\_\_\_ to \_\_\_\_\_.*" 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 exclamation words; Practicing words with the *-ing* suffix; Introducing possessive words with the 's ending; Practicing plural nouns; Rereading.



# Who's in the Chicken Coop?

Level G / 95 words / fiction

High frequency words:

*all, black, has, new, they, white*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How many dogs are on the front cover? What are they doing on the quilt?"

## 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: *orange, fluffy, and coop*. 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.
- **Literal comprehension:** The answers are in the text. Ask, "What did the chickens notice about the new chicken's feathers and feet? When did the chickens notice that the new chicken was not a chicken?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did the fox dress up as a chicken? How do you think the fox felt when he got caught? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ea/ vowel pattern: *each* and *ears*. Using magnetic letters, create words with the same pattern (*seam, tea, dear, read*).
- Point out the apostrophe in the word *chicken's*. Explain that the 's means possession.
- Point out the *ack* rime in the word *black*. Using magnetic letters, create other words with the *ack* ending sound (*back, knack, crack, stack, pack*).

## 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.

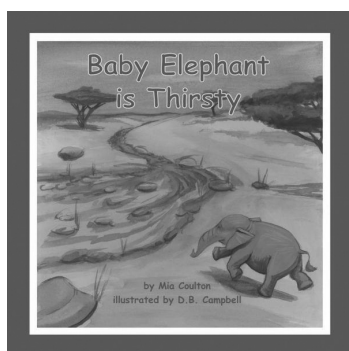
## Writing activity

- Have each student write and complete the following sentences: "Look at the new chicken's \_\_\_\_\_. They are so \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

A *chicken coop* or *hen house* is a small house where chickens are kept safe and secure. Inside the coop, there are perches on which the birds sleep and nest boxes for egg-laying.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /ee/ vowel sound; Introducing possessive words with the 's ending; Practicing the *ack* rime; Rereading.



# Baby Elephant is Thirsty

Level H / 188 words / fiction

High frequency words:

*around, drink, their, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever felt hot and thirsty? What did you do?"

## 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: *thirsty* and *trumpeted*. 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.

### FUN FACT

Drinking plenty of water can help reduce cavities and tooth decay. Water helps produce saliva, which keeps your mouth and teeth clean.

- **Literal comprehension:** The answers are in the text. Ask, "What happened at the beginning of the story? How was the problem solved?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for you to have plenty of water to drink? How do you feel when you are thirsty? From where do we get our water? Describe what you would do if you were in the same situation as Baby Elephant?"

## 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: *lifted, looked, played, splashed, stopped, trumpeted, and walked*.
- Find and discuss the homophones *their* and *there* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the word *drink*. Create more words with the *-ink* ending (*pink, stink, think, and wink*).

## Rereading for fluency

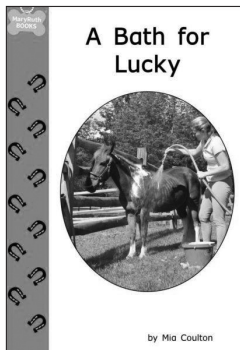
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Choose an illustration of Baby Elephant in the story. Add a speech bubble and ask the students to fill in what Baby Elephant might say. Have them read their speech bubbles to each other.

**Teaching Points:** Introducing new words; Identifying and understanding basic story elements in a text; Noticing action words; Practicing words with the *-ed* suffix; Noticing homophones; Practicing words with the *-ink* ending; Rereading.





# A Bath for Lucky

Level H / 196 words / fiction

High frequency words:

*all, eat, done, give, going, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some reasons why animals and people need to take baths?"

## 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: *another, bathtime, knew, and shampoo*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *bathtime* is a compound word.

## 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.

### FUN FACT

It takes two gallons of water to brush your teeth, two to seven gallons to flush a toilet, and 30 to 50 gallons for a bath. A shower of 10 minutes uses 50 gallons of water.

- **Literal comprehension:** The answers are in the text. Ask, "What do you know about the characters in this story? What was the problem in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a person or animal who didn't like to take a bath? What would you have said or done if you were in this story?"

## 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: *hide, hose, and rose*.
- Find and discuss the rhyming pairs: *wet-get* and *rid-did*.
- Find and discuss the words with the /ar/ sound pattern: *cart* and *farm*. Create more words with the same sound (*hard, park, large, chart, star*).

## Rereading for fluency

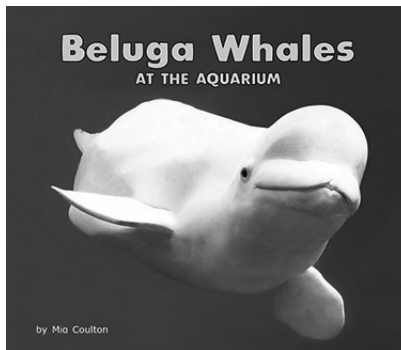
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Have each student elaborate on the text by creating a future episode of *A Bath for Lucky* in which the student writes of how Lucky gets dirty again and needs another bath. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing words with the CVCe pattern; Practicing rhyming words; Practicing the /ar/ sound; Rereading.





# Beluga Whales at the Aquarium

Level H / 135 words / informational

High frequency words:

*all, be, made, their, they, white*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs, labeled illustration.
- Possible discussion questions: "Where have you seen a beluga whale? What do you know about belugas? What do you want to know about belugas?"
- Fill in the first two columns of a KWL chart on beluga whales. Fill in the K section with what students already KNOW about belugas and fill in the W section with WHAT they would like to learn about belugas.

## 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: *beluga, blowhole, blubber, breathe, and melon*. Notice that *blowhole* is a compound word.

## 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## 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 is the purpose of the beluga whale's melon? How does a beluga whale breathe?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a beluga whale makes so many different sounds? Why do you think beluga whales like to be with other beluga whales?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *beluga's*. Explain that the 's means possession.
- Find and discuss the word *noise* with the /oi/ digraph. Make other words that sound the same (*coin, foil, point*).

## 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

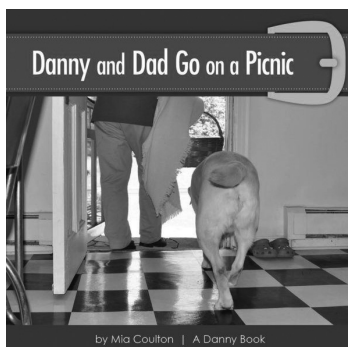
- Have each student complete the L section of the KWL chart with what they have LEARNED about beluga whales after reading this book. Have them share what they've learned with each other.

### FUN FACT

Beluga whales are nicknamed *sea canaries* because they are extremely vocal.

Belugas make many different sounds, including:  
whistles, clicks, mews, bleats, chirps, and bell tones.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Introducing possessive words with the 's ending; Practicing the /oi/ digraph; 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.



# Giraffes at the Zoo

Level H / 124 words / informational

High frequency words:

*around, long, their, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a giraffe? What do you know about giraffes?"

## 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: *calf, animal, tongues, whistle, and wraps*. 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## After reading

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

### FUN FACT

A male giraffe is called a **bull**, a female giraffe is a **cow**, and a young giraffe is a **calf**.

A group of giraffes is called a **journey**.

- **Literal comprehension:** The answers are in the text. Ask, "What was the main idea of what you read? What were the supporting details that told you more about the main idea?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to know about giraffes? If you had a long neck like a giraffe, how would it change the way you eat? What would you build so that you could feed a giraffe?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *too-zoo, around-ground, and front-grunt*.
- Find and discuss the plural nouns: *giraffes, legs, necks, tails, tongues, and trees*.
- Find and discuss the word *tail* with the /ai/ vowel pattern. Create more words with this pattern (*snail, bait, train, paid, and chain*).

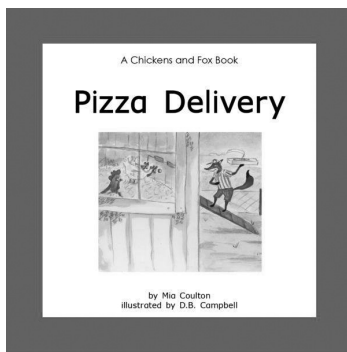
## Rereading for fluency

- 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 create a web diagram graphic organizer for giraffes. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing rhyming words; Practicing plural nouns; Practicing the /ai/ sound; Rereading; Introducing the web diagram graphic organizer.



# 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.

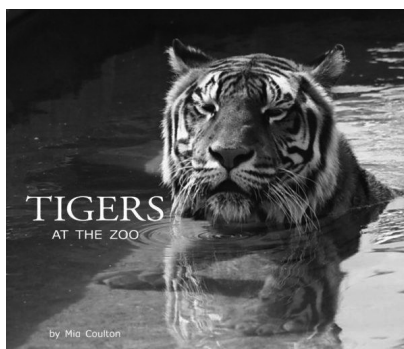
## Writing activity

- 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.



# Tigers at the Zoo

Level H / 103 words / informational

High frequency words:

*be, their, they, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a tiger? What do you know about tigers?"

## 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: *catnap*, *bright*, *people*, and *relaxing*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *catnap* is a compound word.

## 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

### FUN FACT

**Tigers are the largest cat species in the world and the third-largest carnivore on land-- only polar and brown bears are larger.**

## 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 did you learn about tigers while you were reading? Were there any text features that helped you better understand your reading?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How would you move so that you don't make any noise? How is a tiger like a pet cat? How are they different?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *tiger's*. Explain that the 's means possession.
- Find and discuss the rhyming words *night* and *bright*. Create more words with the *-ight* ending (*flight*, *sight*, *right*, *fight*, and *light*).

## Rereading for fluency

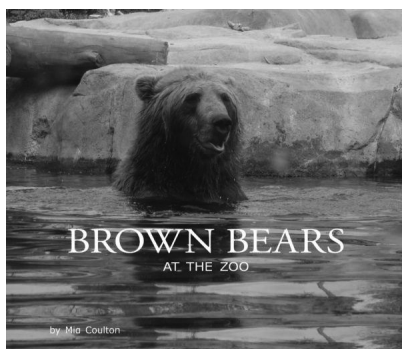
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

## Writing activity

- Have each student create a web diagram graphic organizer for tigers. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Introducing possessive words with the 's ending; Practicing words with the *-ight* ending; Rereading; Introducing the web diagram graphic organizer.





# Brown Bears at the Zoo

Level I / 149 words / informational

High frequency words:

*both, brown, long, use, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a brown bear? What do you know about brown bears?"

## 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: *weigh, balance, grizzly, and omnivores*. 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## 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 did you learn about brown bears while you were reading? Were there any text features that helped you better understand your reading?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think brown bears enjoy the water? What else would you like to know about brown bears?"

## 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: *digging, swimming, and walking*.
- Find and discuss the words with the *cl* onset: *claws* and *climb*.
- Find and discuss the word *brown* with the *own* rime. Create other words with the same ending sound (*clown, crown, down, and gown*).

## Rereading for fluency

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

## Writing activity

- Have each student create a web diagram graphic organizer for brown bears. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

### FUN FACT

Brown bears are omnivores. They'll eat deer, fish, small mammals, berries, birdseed, honey, nuts, and plants. They'll even eat your garbage if you let them, but you should never feed a bear.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing words with the *-ing* suffix; Practicing the *cl* onset; Practicing the *own* rime; Rereading; Introducing the web diagram graphic organizer.





# Cheetahs at the Zoo

Level I / 133 words / informational

High frequency words:

*after, black, long, their*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a cheetah? What do you know about cheetahs? What do you want to know about cheetahs?"
- Fill in the first two columns of a KWL chart on cheetahs. Fill in the K section with what students already KNOW about cheetahs and fill in the W section with WHAT they would like to learn about cheetahs.

## 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: *flexible, fuzzy, mantle, and protects*. 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## 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 parts of the cheetah's body help it go fast? What is the purpose of the cheetah's tear stripes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think cheetahs need to rest after running? How do you feel after running? How and where could you find more information about cheetahs?"

## 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: *resting* and *running*.
- Point out the *sk* onset in the word *skin*. Using magnetic letters, create other words with the *sk* beginning sound (*skid, skip, sky*).

## 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.

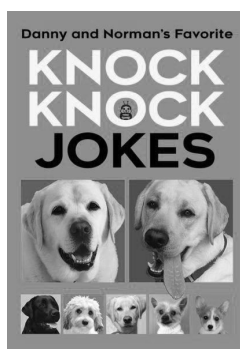
## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about cheetahs after reading this book. Have them share what they've learned with each other.

### FUN FACT

**Cheetahs have evolved to live where water is scarce, and can survive on one drink every three to four days.**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing words with the *-ing* suffix; Practicing the *sk* onset; Rereading.



# Danny and Norman's Favorite Knock Knock Jokes

## Reader's Theater Lesson Plan

High frequency words:

*be, don't, going, only, say, tell*

### Why Reader's Theater?

- Reader's Theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. Students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills.
- Rhyming tales, joke books, nursery rhymes, and fairy tales are ideal texts for the introduction to Reader's Theater.
- Reading aloud from a script is a fun and motivating approach to instruction in fluency and expression, while allowing students to make predictions and observations about characters, setting, and plot.

### Choosing a text/script

- Choose a prepared script, or have kids choose a book from which to develop a Reader's Theater script.
- Choose a story that can be divided into parts or characters. Make sure the number of parts from the script adds up to the total number of students in the class.

### Before reading

- Look at the cover, read the title, and discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Tell students they will be working in groups to turn the book into a play or Reader's Theater.

### Reading the text

- Teacher models the text. Students follow along and discuss quality of the teacher's reading.

- Possible discussion questions: "Who are the characters and what are they like? Why do you like to tell jokes? What makes a joke funny? Were there any jokes you didn't understand?"
- Help the children find any tricky words in the text: *Candace, thumping, knock, and scold*. Discuss meaning, word structure, and sounds you expect to hear in those words. Find and discuss the high frequency words in the text.

### Group Practice

- Break the children into small groups and assign reading parts to each child. While students are practicing, provide appropriate encouragement and coaching.
- Each group should read through the script about four times before the final performance. Provide copies of the script for each student to rehearse at home.

### Writing activity

- Ask the students to create programs or invitations for their audience. Make sure to include the titles of each act, the names of the characters and performers, and any drawings or graphics that pertain to the story.
- Deliver the invitations before the show, or hand out the programs at the performance.

### Performance

- Students perform for an audience of classmates, parents, and/or other visitors.
- After the performance, discuss what the students liked most about the script and what could have been done to make the script even better.

**Teaching Points:** Introducing Reader's Theater; Introducing knock knock jokes; Introducing new words; Practicing public speaking and performing; Practicing working in small groups; Rereading; Retelling.



# Elephants at the Zoo

Level I / 195 words / informational

High frequency words:

*about, live, long, old, together, use, very, work*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen an elephant? What do you know about elephants? What do you want to know about elephants?"
- Fill in the first two columns of a KWL chart on elephants. Fill in the K section with what students already KNOW about elephants and fill in the W section with WHAT they would like to learn about elephants.

## 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: *eyelashes, breathing, sensitive, and sunburned*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyelashes* and *sunburned* 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How do elephants use their trunks? Why do elephants have long eyelashes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to learn about elephants? What would you do if you had a trunk for a nose?"

## 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: *breathing, digging, drinking, eating, and spraying*.
- Point out the *in* rime in the word *skin*. Create other words with the *in* ending sound (*chin, fin, thin, win*).

## 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.

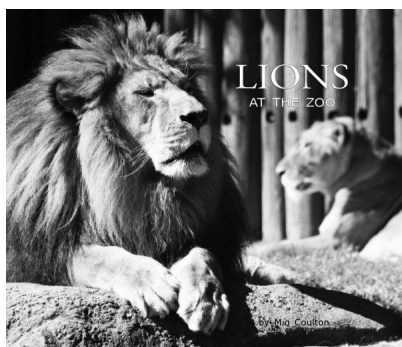
## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about elephants after reading this book. Have them share what they've learned with each other.

### FUN FACT

**Asian elephants have five toenails on the front feet and four on the back feet, while African elephants have four on the front feet and three on the back.**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Practicing words with the *-ing* suffix; Practicing the *in* rime; Rereading.



# Lions at the Zoo

Level I / 163 words / informational

High frequency words:

*around, both, every, long, only*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a lion? What do you know about lions?"

## 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: *female, lioness, signal, wherever, and whisker*. 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

### FUN FACT

When lions breed with tigers, the resulting animals are known as *ligers* or *tigons*. There are also lion and leopard hybrids known as *leopons* and lion and jaguar hybrids known as *jag lions*.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How is a female lion different from a male lion? Why do lions have whiskers?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the lion cub stays close to the mother lioness? Why do you think the sound of a lion's roar can be heard up to five miles away? What did you learn that you didn't know before about lions?"

## 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: *male, mane, and pride*.
- Point out the *pr* onset in the word *pride*. Using magnetic letters, create other words with the *pr* beginning sound (*prune, print, proud, pry*).

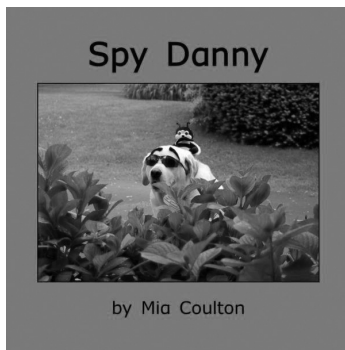
## Rereading for fluency

- 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 create a web diagram graphic organizer for lions. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing words with the CVCe pattern; Practicing the *pr* onset; Rereading; Introducing the web diagram graphic organizer.



# Spy Danny

Level I / 230 words / fiction

High frequency words:

*always, around, ate, first, know, long, pretty*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in the story? Have you ever pretended to be a spy?"

## 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: *eyebrows, clippers, footprint, magnifying, mustache, and outside*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyebrows, footprints, and outside* 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.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

## After reading

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Where does this story take place? What do you know about the characters in the story? What was the problem? How did the characters solve the problem?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would you have done if you were one of the characters in this story? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *know* and *no* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the plural nouns: *bushes, glasses, clippers, spies, and shoes*.

## 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

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

### FUN FACT

There have been animal spies throughout history. Homing pigeons dispatched messages between groups, while ravens and cats retrieved documents and served as living listening devices.

**Teaching Points:** Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Noticing homophones; Practicing plural nouns; Rereading; Introducing the story map graphic organizer.