

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.

Dandelion Danny



by Mia Coulton

Dandelion Danny

Level D / 76 words / fiction

High frequency words:

have, one, put, them, two, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Danny's basket? What do you think he will do with all of those dandelion flowers?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the students find the word *crown* by predicting how the word begins. Ask them to name other words that start with the *cr* sound (*crow, crayon, crab*).

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 dandelion is a very useful herb. Every part of the dandelion plant may be used as either a food or as a natural medicine.

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 many dandelions does Danny have in the beginning of the story? Where does he put all the dandelions?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why does Danny pick the flowers? How many flowers do you think you would need to make your own flower crown?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words in the text: *dandelion* and *basket*.

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: "*Danny likes to put dandelions in his _____.*" 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.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *cr* sound; Rereading.

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, Bee and the Skunk



by Mia Coulton

Danny, Bee and the Skunk

Level E / 70 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'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 Garden



by Mia Coulton

Danny's Garden

Level E / 84 words / fiction

High frequency words:

did, had, help, his, just, no, one, saw, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the front cover? What do you think he will grow in his garden?"

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: *everyday, vegetables, garden, chair, fruits, and another*. 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

Potatoes were the first food to be grown in space. In 1996, potato plants were taken into space on the Columbia space shuttle.

- **Literal comprehension:** The answers are in the text. Ask, "How did Danny take care of his garden? What did Bee do that made Danny so upset?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Bee didn't help Danny? How would you have felt if you were Danny? Was Bee's solution a good one? Why or why not?"

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: *watched, pulled, watered, asked, and yelled*. This ending means that the action already happened. It happened in the past.
- Find and discuss the rhyming pairs: *at-sat* and *chair-fair*.

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: "*Everyday Danny _____ in his garden. And everyday Bee sat in his red chair and watched.*" 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 *-ed* suffix; Practicing rhyming words; Noticing action words (verbs).