

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).



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.

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



by Mia Coulton

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.



Cows

Level C / 37 words / informational text

High frequency words:

and, are, can, fast, her, is, run, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a cow? What do you know about cows?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture. Help students find the word *this*.
- Find the known words *fast* and *baby*.
- Find the new word *calf* on page 10. Explain that a calf is a baby cow.

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

Cows spend most of their day eating up to 80 pounds of hay or grass. They also like occasional treats, like a cut up apple or a slice of brown bread.

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 does a cow eat? What sound does a cow make? What is a baby cow called?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else do you think cows eat? Where do you think cows live?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Look for words ending in *-ing*: *eating, resting, and running*. Notice that these words are made up of the base word and the *-ing* ending.

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 a sentence and draw a picture about what a cow likes to eat.
- Encourage independent attempts to spell words correctly and the use of proper punctuation.

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

Danny's Hats



by Mia Coulton

Danny's Hats

Level B / 54 words / fiction

High frequency words:

a, is, it, my

Before reading

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

Look through all the pictures

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

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Which hat is black? Which hat is brown? Which hat is pink?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of a different funny hat for Danny to wear?"

Word work

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

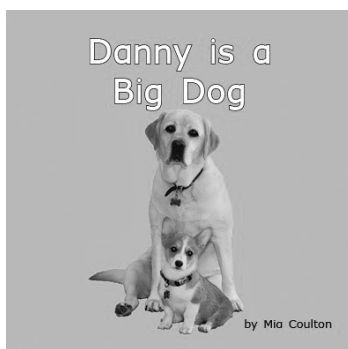
Rereading for fluency

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

Writing activity

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

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



Danny is a Big Dog

Level C / 52 words / fiction

High frequency words:

and, big, has, is, little, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover with Danny? How are the two dogs alike? How are they different?"

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 *big* and *little*.
- Help the children find the words that may be new to them: *hole, stick, bone, and pest*.

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.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.

FUN FACT

Penny is a Pembroke Welsh Corgi.
Pembroke Welsh Corgis are a favorite dog breed of the British Royal Family. Queen Elizabeth II has had over 30 Corgis in her lifetime.

- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Penny digs a hole? What size is Danny's bone?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny's bed compares with Penny's bed? How do you think Danny feels about Penny?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Introduce the concept of *antonyms* by explaining that *big* and *little* are opposites of each other. Find examples of items that are *big* and *little* throughout the text.
- Using magnetic letters, have students create words that rhyme with *pest* (*nest, rest, and best*).

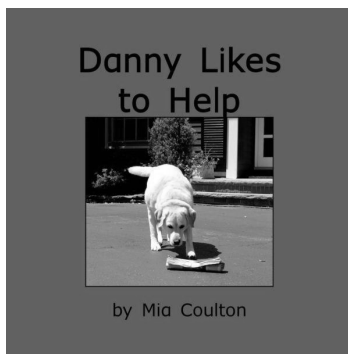
Rereading for fluency

- 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 the sentence: "*Penny is a big pest!*" How should the sentence be read? Have the students write another sentence with an exclamation mark at the end. Then have them draw a picture that corresponds to what they have written. Encourage the independent attempts to spell words correctly.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Noticing punctuation (exclamation marks); Introducing *antonyms*; Practicing rhyming words that end with *-est*.



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 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 Castle



by Mia Coulton

Danny's Castle

Level D / 61 words / fiction

High frequency words:

at, have, into, it, look, out, play, she, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is in the castle? What do you think he is doing? Do you ever play pretend games? What do you like to pretend?"

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 *look* and *play*.
- Have the children find the words that may be new to them: *castle*, *princess*, and *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.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where are Danny and Abby playing? Who is the little king?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other pretend games could Danny, Abby, and Bee play in the castle?"

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: *castle*, *window*, *playing*, *sometimes*, and *princess*.
- Have the children find the words: *Bee*, *me*, *she*, and *we*. Point out the *long e* sound in each word.

Rereading for fluency

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

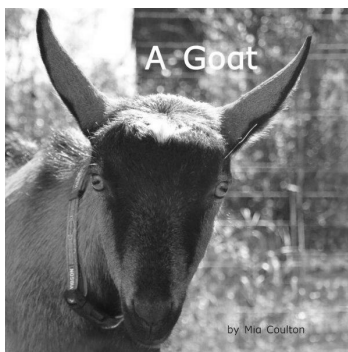
Writing activity

- Have each student copy the following sentence: "Danny and Abby like to play in the castle." 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

Playing dress-up is more than just a lot of fun. Role play games help children develop better self-esteem, grow empathy, and strengthen both communication and problem-solving skills.

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



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.

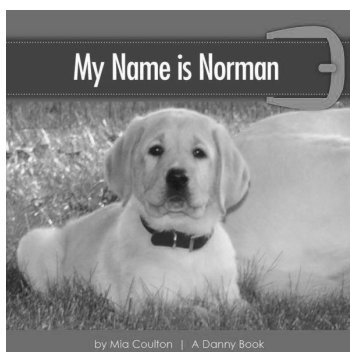
Writing activity

- 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.



My Name is Norman

Level B / 24 words / fiction

High frequency words:

are, is, my

Before reading

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

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: *are, my, and is*.
- Help the children find the color words: *black, brown, pink, white, and blue*.

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

Labrador Retrievers can be black, brown, or yellow. Norman is a yellow lab. Yellow labs can vary in color from a light cream to a deep fox red.

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 color is Norman's nose? What color are his eyes? What color is his tongue?" 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 Norman?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Locate the color words in the text: *black, brown, pink, white, and blue*. Ask students to help make a list of other colors.

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 following color words on the board *pink, red, black, brown, blue, and green*. Have the students complete the following sentences using the words on the board: "My tongue is _____. My eyes are _____." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Matching words with their fingers, one to one; Introducing color words in text.

At Grandma Ruth's House



by Mia Coulton

At Grandma Ruth's House

Level C / 37 words / fiction

High frequency words:

I, like, look, me, run, the, to

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Danny sitting next to in the cover photo? What does it look like they are doing?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *like*.
- Help children find prepositional phrases after the action words on pages 4, 6 and 8: *out the door*, *with a stick*, and *in the tall grass*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

In the United States, grandparents make up one-third of the population, with 1.7 million new grandparents added every year.

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 where Danny likes to look? Where does Danny like to hide?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you guess some of the reasons Danny likes to visit Grandma Ruth's house?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Explain that prepositional phrases can tell us where something happens. Prompt students to answer the *where* in the sentence on page 4, *I like to look*.

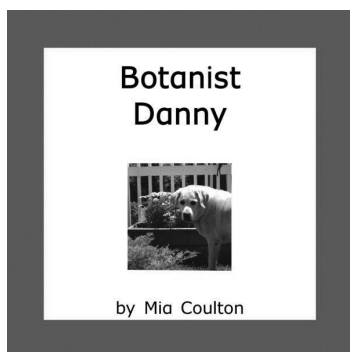
Rereading for fluency

- 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 complete the following sentence with a prepositional phrase: "*I like to jump _____*." (Examples: *in the lake*, *on a trampoline*, *off the dock*.) 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 prepositional phrases.



Botanist Danny

Level E / 59 words / informational

High frequency words:

am, are, at, but, do, going, here, is, it, like, look, not, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "A *botanist* is a scientist who studies plants. What do you know about plants? Can you name a few different types of plants? How can plants be useful to people?"

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: *botanist*, *scientist*, *flowers*, and *poison*. 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 does Danny do to the first plant he finds? What plant does Danny find next? What is the third plant Danny finds?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Read the *poison ivy* poem in the book. Ask, "What do you think this poem means? What could happen if you touched poison ivy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the rhyming words in the poison ivy warning, "*Leaves of three, leave them be.*" The words *leaves* (more than one leaf) and *leaves* (to go away) are *homophones*, two words that sound the same, but mean two different things.

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

- Write: "*Leaves of three will not touch _____!*" on the board. Ask the students to write and complete the new poison ivy warning rhyme. Then have them draw a picture that corresponds to what they have written.

FUN FACT

Plants make life on Earth possible. They help regulate the water cycle, provide oxygen to breathe, and are the basis of the food chain that keeps all life on Earth supported. Hooray for plants!

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

The Chickens and the Fox



by Mia Coulton
illustrated by D.B. Campbell

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.

Danny and the Four Seasons



by Mia Coulton

Danny and the Four Seasons

Level C / 55 words / fiction

High frequency words:

be, can, I, in, is, it, see, the, what, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are the four seasons throughout the year? What season is it in the cover photograph?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice the changes in the yard for each season by asking, "How is the yard different in this picture?"
- Help students locate the word *must*. Ask students, "What is the beginning sound of *must*?"
- Have the children locate words that may be new to them: *flowers, leaves, and season*.

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

Spring is the favorite season for 36% of Americans, according to a 2005 Gallup Poll.
Fall is favored by 27% and summer by 25%.
Only 11% like winter best.

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 Danny in every picture? In which picture are you not able to see Danny?"
- **Inferential comprehension:** The answers are in your head. Ask, "Where is Danny in the picture on page 7?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students clap the two-syllable words: *flowers, summer, winter, and season*.

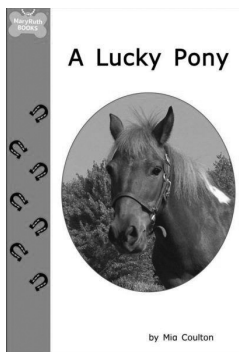
Rereading for fluency

- 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 words: *spring, summer, fall, and winter* on the board. Have students choose a season and write the following sentence: "It must be _____. " 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; Finding and clapping two-syllable words; Introducing seasons of the year.



A Lucky Pony

Level D / 76 words / fiction

High frequency words:

and, get, look, no, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Lucky? How do you think he got his name? What do you think will happen to Lucky 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 rhyming words *day* and *hay*.
- Have the children find the words that may be new to them: *braided, brushed, cleaned, and hooves*.

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 takes care of Lucky? How does she take care of Lucky?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What happens to Lucky that makes him feel lucky? If you could take care of Lucky, what would you do first? Why?"

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: *goodbye, lucky, pony, sometimes, and very*.
- Help students find the words with the /oo/ in them: *goodbye, hooves, look, and too*. Discuss and list more words with the /oo/ phoneme (*food, good, 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.

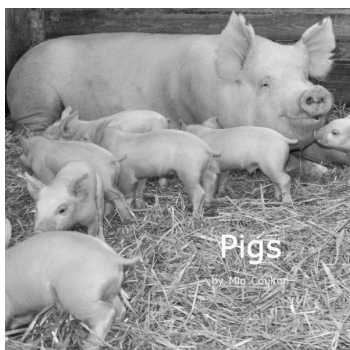
Writing activity

- Have each student write and complete the following sentence: "*Lucky Pony likes to _____*." Then have them draw a picture that corresponds to what they have written.

FUN FACT

When children are first learning to horseback ride, many people will allow them to practice on well-trained ponies. The size of the pony is closer to their own size and allows them to keep a better sense of balance and control.

Teaching Points: Introducing new words; Rereading; Introducing rhyming words; Finding and clapping two-syllable words; Noticing the /oo/ phoneme in words.



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.

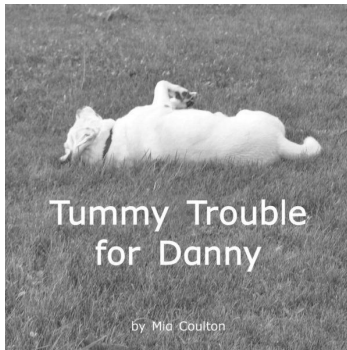
Rereading for fluency

- 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.



Tummy Trouble for Danny

Level C / 50 words / fiction

High frequency words:

are, at, for, look, me, no, on, to, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover? What does the title suggest about why Danny is on his back?"

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*.
- Have the children find the words that may be new to them: *apples, trouble, and 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.

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 sees the crab apples up in the tree? Can you find the page where Danny eats the crab apples?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you think a crab apple tastes like? What did Danny think of the crab apples?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students find the rhyming words *plop* and *drop*.
- *Crab* has a *cr* beginning. Have students make the *cr* sound. Ask students to think of other words that begin with *cr* (*crawl, crack, and crayon*).

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.

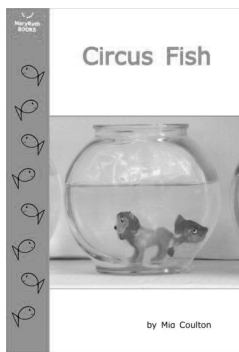
Writing activity

- Have students write the sentence: "*Danny likes to eat crab apples.*" 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

Apples are good for dogs. They clean teeth, freshen breath, and are a good source of fiber and Vitamins A and C.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the *cr* sound at the beginning of a word; Introducing rhyming words that end with *-op*.



Circus Fish

Level F / 80 words / fiction

High frequency words:

all, come, now, one, two

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Fish's bowl? What do you think is going to 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: *through, circus, tamer, and hooray*. 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

The word clown is believed to come from the Icelandic word *klunni*, meaning a clumsy person. A group of clowns who perform together regularly is called a *clown alley*.

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 happens in each bowl of the Three Bowl Fish Circus? What is Danny's job at the circus?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some other tricks Fish could perform at the Three Bowl Fish Circus? What tricks would you perform if you were in a circus?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the prepositions: *behind, beside, and through*. Explain that prepositional phrases can tell us where something happens.
- Point out the quotation marks and exclamation marks throughout the text. Briefly explain these punctuation marks.

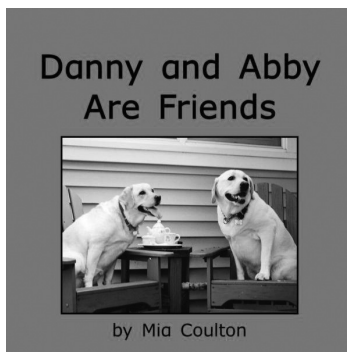
Rereading for fluency

- 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 with a prepositional phrase: "Look at Fish. Fish is swimming _____ 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; Introducing prepositions; Noticing punctuation (quotation marks and exclamation marks); Rereading.



Danny and Abby Are Friends

Level E / 109 words / fiction

High frequency words:

have, her, run, she, sit, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is with Danny? What are they doing? What does it mean to be a friend?"

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: *together, after, closet, and funny*. 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 do Danny and Abby like to do together? How does Danny feel when he is with Abby?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What are some other things Danny and Abby may like to do together? What are some things you like to do with your friends?"

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 -er suffix: *bigger* and *faster*. The -er suffix is added to the end of a base word when comparing one thing to another.
- On separate cards, write each activity Danny and Abby like to do together. 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 each write and complete the following sentence: "*Danny and Abby like to _____ together.*" 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

"I get by with a little help from my friends."
- The Beatles

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing the -er suffix; Sequencing.

Danny and Abby Play Tag



by Mia Coulton

Danny and Abby Play Tag

Level E / 76 words / fiction

High frequency words:

are, come, now, of, she, when, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Abby doing? Have you ever played tag?"

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: *mowing*, *shouts*, and *making*. 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

Did you know that gorillas play tag?

Researchers have found that apes sneak up on their rivals, hit them on the head, and then run away as fast as they can. The 'hit and run' attacks often lead to full-scale games of tag, in which the animals take turns chasing each other (www.dailymail.co.uk).

- **Literal comprehension:** The answers are in the text. Ask, "Whose idea is it to play tag? Who gets tagged first? Who gets tagged second? Who is the last one tagged?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Dad wanted Danny and Abby to play tag? How does it feel to be it?"

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: *making*, *mowing*, and *resting*.
- Point out the apostrophe in the word *let's*. Briefly explain that an apostrophe is used to create the contraction for *let us*.

Rereading for fluency

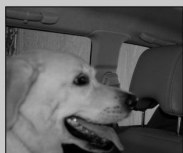
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student copy and complete the sentence: "Danny is it. He tags _____." 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 multisyllabic words; Noticing apostrophes in contractions; Sequencing; Introducing words ending with the *-ing* suffix.

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 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 Looks for Abby



by Mia Coulton

Danny Looks for Abby

Level E / 120 words / fiction

High frequency words:

come, could, did, find, her, one, saw, she, there, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing? By looking at his face, can you tell how Danny is feeling? Where do you think Abby is?"

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: *because, behind, gone, and garbage*. 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

Not only is hide-and-seek a fun children's game, it also can teach important life skills such as how to track, mindful observation, and the ability to stay silent.

- **Literal comprehension:** The answers are in the text. Ask, "Where were some of the places Danny looked for Abby? How did Danny feel when he couldn't find Abby? Where was Abby?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Where would you have looked for Abby? How do you feel when you've lost something that is important to you?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ar/ phoneme: *yard, barked, and garbage*. Using magnetic letters, make other words with the same sound and pattern (*art, farm, jar, card*).
- Help the students find the words with the *sh* digraph: *bushes, shed, and she*.

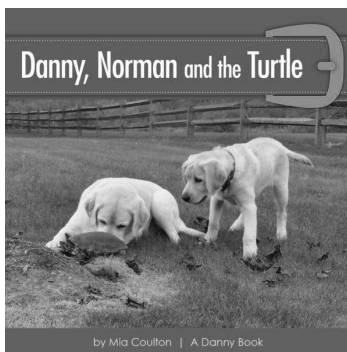
Rereading for fluency

- 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 copy the following sentence: "I could not find Abby because she was at my gate." 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 /ar/ phoneme; Practicing words with the *sh* digraph.



Danny, Norman and the Turtle

Level F / 65 words / fiction

High frequency words:

are, have, on, play, where, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Norman looking at in the cover photo? What do you think will happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *yelped* and *turtle*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Norman see in the yard? What does Danny tell Norman about the turtle?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

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

FUN FACT

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

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

Danny's 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.

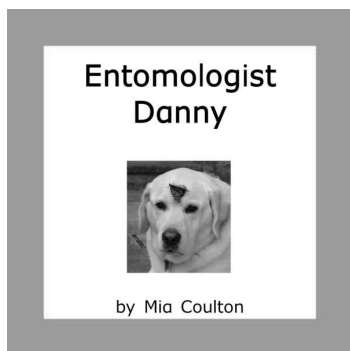
Writing activity

- 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.



Entomologist Danny

Level F / 77 words / informational

High frequency words:

an, do, eight, has, six

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on Danny's head in the picture? What is an entomologist?"

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: *insect, spider, entomologist, scientist, and butterfly*. 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, "How many legs does an insect have? Is a spider an insect?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other insects can you name? Would you like to be an entomologist? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the articles *a* and *an* on page 12. Point out that *a* is used in front of a noun (person, place, or thing) that begins with a consonant and *an* is used before a noun that begins with a vowel.
- Find and discuss the plural nouns: *insects, spiders, and legs*.

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: "A(n) _____ has six legs. It is an insect." Have the students use the article (either *a* or *an*) that best fits the noun they choose to complete their sentence. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Insects do not breathe through their mouths the way people and dogs do. Insects breathe through small holes called spiracles in the sides of the hard outer covering of their bodies.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing plural nouns; Practicing the articles *a* and *an*; Noticing nouns; Rereading.

Grandma Ruth Feeds Her Friends



by Mia Coulton

Grandma Ruth Feeds Her Friends

Level D / 57 words / fiction

High frequency words:

come, here, me, she, we

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Grandma Ruth is doing in the picture on the cover? Who could her other friends be?"

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: *feeds, calls, goats, birds, and kids*.

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

Goats are social animals that like to live in groups. They should not be kept alone. Goats make great companion animals for horses, cows, chickens, and other goats.

- **Literal comprehension:** The answers are in the text. Ask, "Who does Grandma Ruth give the red apple to? What does she call the baby goats? What does the author put on either side of the word "kids" to show that Grandma Ruth is talking?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Does Danny eat the same food as the birds or the baby goats? Why or why not? What do you think Grandma Ruth will feed Danny?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the names of the animals in this story.
- On separate cards, write the different animals Grandma feeds in the story: *chickens, horse, goats, ducks, birds, and Danny*. Have the students put the cards in sequential order to match the text.

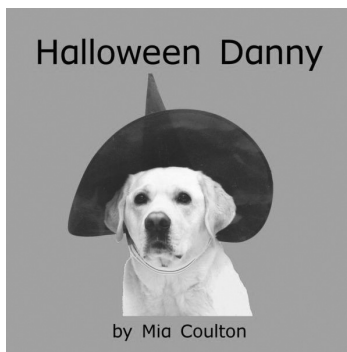
Rereading for fluency

- 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 sentence: "Grandma Ruth feeds 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.

Teaching Points: Introducing new words; Introducing animal words; Rereading; Sequencing.



Halloween Danny

Level E / 51 words / fiction

High frequency words:

his, it, on, put, what

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Danny have on his head? Why do you think Danny is wearing that hat?"

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: *uniform, rabbit, Halloween, football, floppy, and mirror*. 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, "How many costumes did Danny try on? What costume did Danny finally choose? Why did Danny choose not to wear a costume?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What costumes have you worn? Do you like wearing costumes? 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 rhyming pair: *tight-night*. Using magnetic letters, make other words that follow the same pattern (*right, bright, light, fright, might*).
- Point out the quotation marks on page 10. Briefly explain quotation 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.

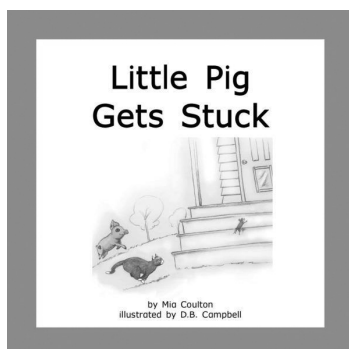
Writing activity

- Thinking about the costumes Danny tried on, have each student write and complete the following sentences: "*Danny put on _____. It was too _____.*" 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

Over 90% of parents steal their children's Halloween candy!

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (quotation marks); Practicing rhyming words; Rereading.



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.

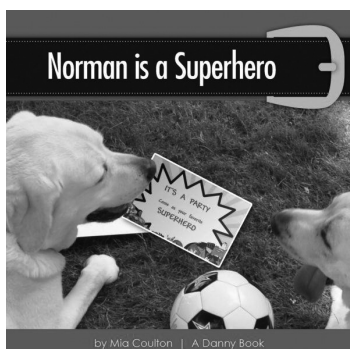
FUN FACT

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.



Norman is a Superhero

Level E / 58 words / fiction

High frequency words:

come, get, who, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where are Danny and Norman? What does Danny have in his paws? What do you think this story will 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: *soccer, playing, super, and superhero*. 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 does the mail person deliver to Danny and Norman? What were Danny and Norman doing when the mail was delivered? What does Norman decide to be for the superhero party?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny and Norman feel about being invited to the party? What types of activities do you think there will be at the superhero party?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- 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*.
- Point out the quotation marks and exclamation marks throughout the text. Briefly explain these punctuation 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.

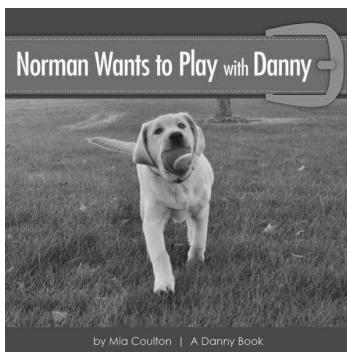
Writing activity

- Have each student write and complete the following sentences: "*I am going to a superhero party. I will be _____.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Making the "S" symbol on your chest is American Sign Language for Superman. (www.handspeak.com)

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



Norman Wants to Play With Danny

Level G / 120 words / fiction

High frequency words:

have, now, want, why, with, yes

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Norman have in his mouth? What do you think is going to 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: *frisbee, grabbed, and asked*. 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 didn't Danny want to play ball with Norman? What changed Danny's mind?" 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 Norman playing with Bee? How would you feel if your friend was playing with your favorite toy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophes in the words *Danny's* and *won't*. Explain that the 's in *Danny's* means possession and that *won't* is a contraction that means *will not*.
- Help the students locate the action words (verbs) with the -ed suffix: *lived, moved, and named*. This ending means that the action already happened. It happened in the past. Using magnetic letters, have the students change the following verbs into past tense: *play* and *look*.

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.

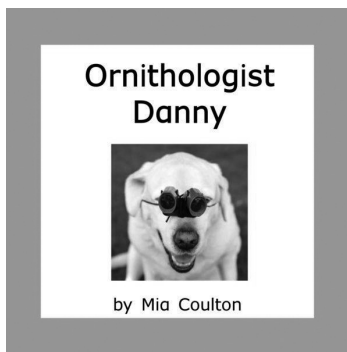
Writing activity

- Have each student write and complete the following sentences: "*I have a _____. Will you come play with me?*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Playing with your dog is more than just great exercise, it's a great way to bond. Here are some ideas to play with your pet: blow some bubbles, throw a frisbee, turn on the hose, play hide and seek, or play chase.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing contractions; Introducing possessive words with the 's ending; Noticing punctuation (apostrophes); Practicing the -ed suffix; Noticing action words (verbs).



Ornithologist Danny

Level C / 64 words / informational

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.

A Birthday for Danny's Bee



by Mia Coulton

A Birthday for Danny's Bee

Level D / 78 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *have, just, and little*.
- Have the children find the words that may be new to them: *birthday, inside, and cake*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the things that Danny gives Bee in the story?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

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

FUN FACT

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

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

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.

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.

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.

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

Danny and Abby Play Hospital



by Mia Coulton

Danny and Abby Play Hospital

Level E / 60 words / fiction

High frequency words:

get, help, she, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Abby pretending to be? What do you think happened to Bee?"

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, doctor, better, and again*. 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 Danny and Abby playing? Who pretends to be the nurse first? Who pretends to be the nurse second?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do doctors and nurses wear white? Have you ever been to a hospital?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pairs: *play-day* and *he-she*.
- Find and discuss the words with the /er/ phoneme: *hurt* and *nurse*. Using magnetic letters, make other words with the same sound (*burn, curd, burp, purse*).

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 sentence: "*Danny and Abby like to play _____.*" 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

Patients in Taiwan can check into a
Hello Kitty-themed hospital.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Rereading; Practicing rhyming words.

Danny and Dad Go Shopping



by Mia Coulton

Danny and Dad Go Shopping

Level C / 69 words / fiction

High frequency words:

are, big, go, here, in, into, is, it, little, my, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Danny walking with in the picture on the cover? Where are they? What are they 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 word phrase *Here we are*.
- Help the children find the new word *cart*. Help the children learn the phrase *into the cart*.

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

Pet food is big business.
In the United States, sales of pet food
amounted to 21.26 billion dollars in 2013.

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 do Danny and Dad put into the cart on page 8? What do they put into the cart on page 16?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else could Danny get to put in his cart?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students answer the question, "Where does Danny put the food/treats/brush/bones?" The answer is the prepositional phrase *in the cart*.

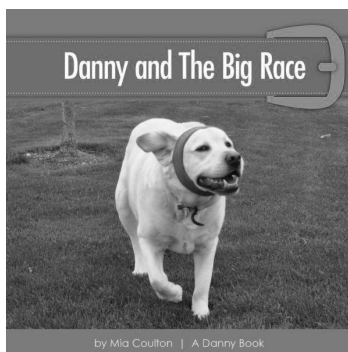
Rereading for fluency

- 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 another page for the book following the pattern: "*Here is a _____. The _____ goes into the cart.*" 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; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing prepositional phrases.



Danny and The Big Race

Level C / 31 words / fiction

High frequency words:

and, here, is, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover? Can you think of some reasons why Danny is wearing a red band?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *runner* and *winner*. Point out the *-er* ending of these words.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find each of the four color words in the story? Who wins the race?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Look carefully at the runners and their colors in the book. Which runner, do you think came in second? Who might have come in third and fourth in the race?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the color words in the story: *blue, red, purple, and yellow*.
- Explain that the *-er* ending gives the dogs a special characteristic. Someone who runs becomes a *runner*. Someone who wins becomes the *winner*.

Rereading for fluency

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

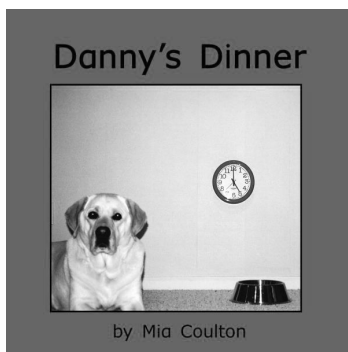
Writing activity

- Have the students complete the following sentences by adding *er* to words to create a character with a special characteristic: "Danny writes. Danny is a _____. Danny reads. Danny is a _____. Danny jumps. Danny is a _____." Then have them draw a picture that corresponds to what they have written.

FUN FACT

Labrador retrievers can run as fast as 18 miles an hour.
The fastest dog is the greyhound,
which can run up to 43 miles an hour.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the *-er* suffix; Introducing color words in text.



Danny's Dinner

Level G / 142 words / fiction

High frequency words:

be, don't, good, have, how, so, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is thinking about in the picture? How do you think he is feeling?"

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: *buy* and *worry*. 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 time does Danny eat dinner? What time was it when Danny finally got to eat his dinner?" 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 realized there was no more food for Danny? How would you feel if you had to eat the same thing for dinner everyday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's*, *don't*, *I'll*, and *I'm*. Explain that *there's* is a contraction that means *there is*, *don't* means *do not*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and discuss the rhyming sets: *you-do-to*, *so-no-oh*, and *for-more-store*.
- Point out the quotation marks, question 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 elaborate on the text by adding what happened next after Danny ate his dinner. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Some people foods are bad for dogs. A few of these foods are: almonds, avocados, chocolate, garlic/onions, grapes/raisins, macadamia nuts, xylitol, and yeast.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Noticing punctuation (quotation marks, question marks, exclamation marks); Practicing rhyming words; Adding dialogue with illustrations.

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.



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.

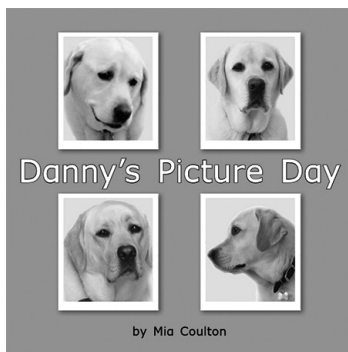
Writing activity

- 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.



Danny's Picture Day

Level D / 66 words / fiction

High frequency words:

at, big, for, good, look, no, on, put, said, want, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What kinds of faces is Danny making on the cover? Why do you think he keeps getting his picture taken?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the rhyming pairs: *can-man*, *cheese-please*, and *day-say*.

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

Back in the 1820s, early cameras would take several hours to actually capture a photograph. People never smiled in the old photos because they had to stay still for too long.

- **Literal comprehension:** The answers are in the text. Ask, "How many times did Danny get his picture taken?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it took so many times for Danny to get his picture right? Do you think he liked having his picture taken? Do you like having your picture taken? Why or why not?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Remind the students about the rhyming pairs found in the text. Have them list other words to include in each group.
- Point out the quotation marks throughout the text. Briefly explain quotation marks.

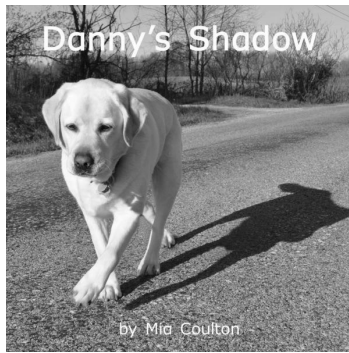
Rereading for fluency

- 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: "Danny got his picture taken ____ times." 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; Practicing words that rhyme; Rereading; Noticing quotation marks.



Danny's Shadow

Level C / 76 words / fiction

High frequency words:

am, and, come, here, like, me, my, play, too, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the ground next to Danny in the cover picture?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the word *day*. Ask the students, "What type of day is it? Is it a sunny day?"
- Help the children find the new word *shadow*. Have them notice the *sh* sound at the beginning of the word.

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 does Danny like to do with his shadow?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How could Danny make a shadow without the sunshine? What kind of shadow shapes could you make?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students find the word *shadow* in the story. Have them think of other words that start with the *sh* sound and write them on the board (*shade, shape, and shiny*).

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.

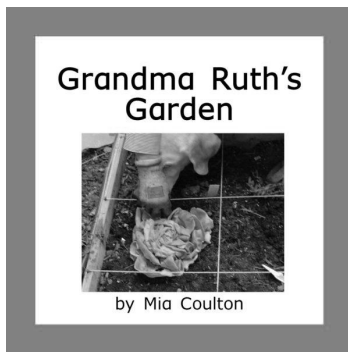
Writing activity

- Using the student generated list of *sh* words on the board, have the students make up a sentence using as many *sh* words as possible. For example: "Danny's shadow can shake in the shade." 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

A sundial uses shadows to tell time. It is the earliest known timekeeping device and dates back more than 5,000 years.

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



Grandma Ruth's Garden

Level C / 33 words / fiction

High frequency words:

eat, go, I, see, she, the, to, we

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the cover of the book? Whose hand is in the picture? Can you find Danny in the picture?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency pronouns: *I, she, and we*.
- Help students find the action words (verbs) *picks* and *pulls*. Discuss the actions that go with these words.
- Find and clap the multisyllabic words: *tomatoes, garden, lettuce, and carrot*.

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

Today, 60% of American grandparents work.
70% care for grandchildren on a regular basis,
43% exercise, and 28% do volunteer work.

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 does Grandma Ruth do to the tomato? What does Danny do with the carrot?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think would happen if Danny picked the tomatoes? Which vegetable do you think would be Danny's favorite?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students think about fruits and vegetables that are either *picked* or *pulled*. Strawberries, blueberries, and apples are *picked*. Onions, carrots, and radishes are *pulled* from the ground.

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 words *pick* and *pull* on the board. Using one of these words, have the students write a sentence about gathering fruits and vegetables. Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Finding and clapping multisyllabic words; Introducing action words (verbs); Introducing pronouns.

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.

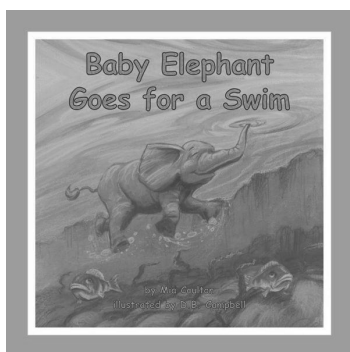
Rereading for fluency

- 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.



Baby Elephant Goes for a Swim

Level C / 45 words / fiction

High frequency words:

and, at, down, for, go, in, is, look, no, the, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? Where do elephants live? Did you know that elephants can swim?"

Look through all the pictures

- Discuss what is happening in each picture. Using the language of the text, explain that elephants like to swim, play in water, and sleep in the sun.
- Help the children find the words that may be new to them: *playing, asleep, and shake*.

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 is Baby Elephant? Where is Big Elephant? What does Big Elephant do when she gets wet?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "At the end, why is Big Elephant looking for Baby Elephant?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and clap the two-syllable words in the story: *looking, asleep, playing, baby, river, and swimming*.
- Find the word *shake*. Explain the sound of *sh*.
- Find the words with the *-ing* ending: *playing, looking, and swimming*. Ask students to think of other words with the *-ing* ending.

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

- Review the *ing* words in the story. Have the students write the sentence: "*Baby Elephant is _____.*" and fill in the blank with an *-ing* word. Then have them draw a picture that corresponds to what they have written. Encourage independent attempts to spell words correctly and the proper use of punctuation.

FUN FACT

Elephants can use their trunks as a snorkel when swimming underwater.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing the *-ing* ending; Practicing the *sh* sound; Finding and clapping two-syllable words.

Danny and Bee Play Together



by Mia Coulton

Danny and Bee Play Together

Level D / 84 words / fiction

High frequency words:

are, have, on, play, where, with

Before reading

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

Look through all the pictures

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

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

After reading

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

FUN FACT

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

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

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

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words in the text: *gentle, outside, playing, and sometimes*.
- Point out the question mark on page 10. Briefly explain question marks.

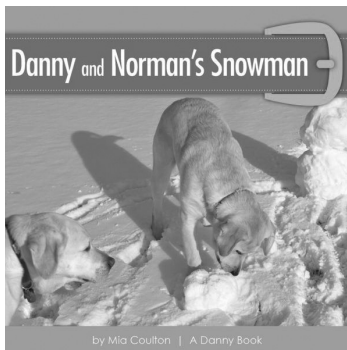
Rereading for fluency

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

Writing Activity

- Write the sentence on the board: "Danny and Bee like to play together." Have each student copy the sentence and then draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

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



Danny and 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 Follows the Signs



by Mia Coulton | 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.

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.

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.

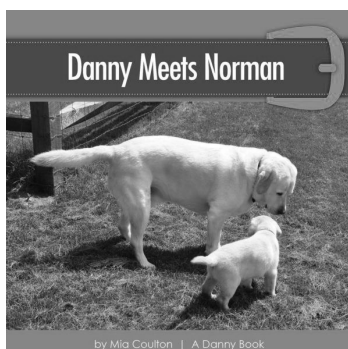
Rereading for fluency

- 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 _____."

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



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.

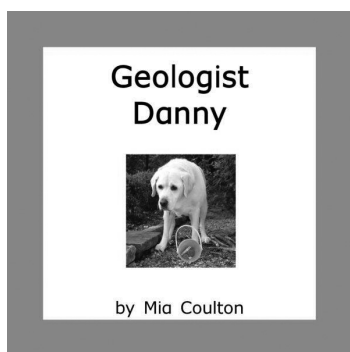
Rereading for fluency

- 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.



Geologist Danny

Level E / 75 words / informational

High frequency words:

and, big, it, on, put, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny has in his orange bucket? The word *geologist* is the scientific word for a person who studies the earth and its rocks (*geo* is Greek for earth + *logy* means the study of)."

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: *geologist*, *scientist*, and *bucket*. 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 color is the biggest rock? How many rocks does Danny put in his bucket?" Have the students read the page that supports each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "What other colors might rocks be? What do you think is under the rocks on page 15?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the word *bucket* with the *et* ending. Discuss other words that end this way (*rocket*, *basket*, and *helmet*).
- Find and discuss the words with the */ck/* phoneme: *rock*, *pick*, *black*, and *bucket*. Using magnetic letters, make other words with the same sound (*clock*, *sick*, *pack*, *racket*).

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.

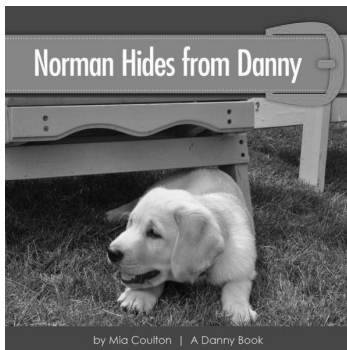
Writing activity

- Have the students write and complete the following sentence: "Danny picks up a _____ and puts it in his _____." Then have them draw a picture that corresponds to what they have written.

FUN FACT

One of the largest collections of rocks and gemstones in the world is at the Smithsonian Museum of Natural History in Washington, D.C. It houses nearly 10,000 gems and 350,000 mineral specimens.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing the *et* ending; Practicing the */ck/* phoneme; Rereading.



Norman Hides from Danny

Level F / 113 words / fiction

High frequency words:

came, from, him, out, ran, want, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why is Norman under the chair? 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: *together, behind, and outside*. 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 game do Norman and Danny play together? Where did Norman hide from Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does Norman like to stay near Danny when they play? How do you think Norman felt when Danny did not come to find him? Have you ever felt alone or forgotten?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the prepositions: *behind, inside, outside, and under*. Explain that prepositional phrases can tell us where something is.
- Find and discuss the rhyming words: *hid-did, away-stay-play, and tree-he-me-we*.

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 did not want to hide from Danny. I wanted to find Danny.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Playing hide-and-seek with your dog can be fun! Tell your dog to sit/stay out of sight and hide a favorite toy. Release your dog from the sit/stay, and ask her to "Find it!" When your dog locates the hidden object, praise happily and excitedly. Then, start all over again, making the hiding spot more difficult each time.

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



Norman's First Halloween

Level C / 53 words / fiction

High frequency words:

am, be, said, to, too, want

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Norman and Danny dressed as for Halloween?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the words *said* and *want*.
- Find the words that may be new to them: *pumpkin*, *wizard*, and *witch*.

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 costume does Norman try first? What costume does Norman try last?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other costumes would you like Danny and Norman to try? What do you think Norman should be for Halloween?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the words in quotation marks on each page. Discuss what that means.
- Have the students find the words for each costume: *pumpkin*, *shark*, *wizard*, and *witch*.

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 want to be a _____,*" said Norman." Then have them draw a picture to match the sentence.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

FUN FACT

Halloween wouldn't be the same without pumpkins. In 2014, the top producing pumpkin states - California, Illinois, Michigan, New York, Ohio, and Pennsylvania - produced 1.31 billion pounds of pumpkins!

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

Oh No, Norman!



by Mia Coulton | A Danny Book

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.

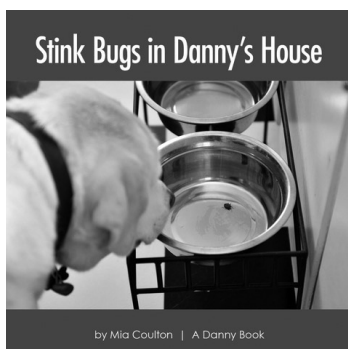
Writing activity

- 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.



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.

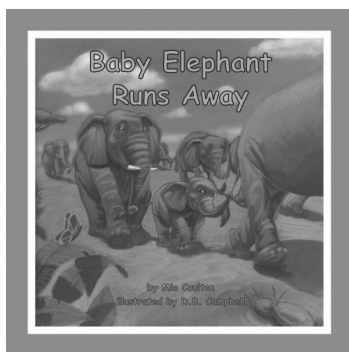
Writing activity

- 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.



Baby Elephant Runs Away

Level D / 58 words / fiction

High frequency words:

are, at, come, down, is, look, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where will Baby Elephant go if he runs away? What could happen if he leaves Mother Elephant?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the following words by predicting what sounds they hear and what letters they expect to see: *river, mouse, and safe*.

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.

After reading

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

FUN FACT

Baby elephants stay close to their mothers for the first months of their lives. They recognize their mothers by touch, sound and smell because they don't see very well when they are young.

- **Literal comprehension:** The answers are in the text. Ask, "Where are the elephants going? What did Mother Elephant say when she could not find Baby Elephant? What did Baby Elephant see in the grass?" Have the children find support for their answers within the text.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Baby Elephant run away? How did he feel when he saw a mouse? Why did he run back to Mother Elephant?"

Word work

- Have students locate high-frequency words in the text and practice writing them.
- Help the students locate the multisyllabic words: *elephant, running, going, into, and river*. Clap and count the syllables.
- Find the word *mouse*. Explain that the *ou* in *mouse* is the same as the *ou* in *house* and sounds like /ow/.
- Have the children find the quotation marks in the story. Explain how and why these marks are used.

Rereading for fluency

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

Writing activity

- Write the words *Baby Elephant* and *Mother Elephant* on the board. Have each student write a sentence about Baby Elephant or Mother Elephant.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ow/ sound; Noticing quotation marks.

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.

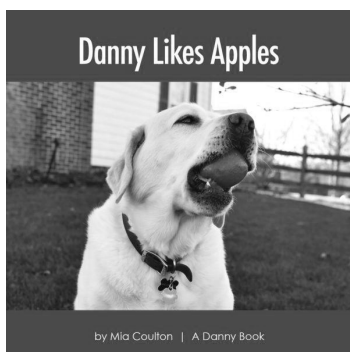
Rereading for fluency

- 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 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'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.

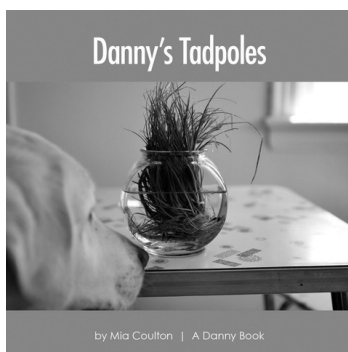
Writing activity

- 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 Tadpoles

Level D / 69 words / informational fiction

High frequency words:

at, are, one, put, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is looking at in the bowl? What do you know about tadpoles?"

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: *lettuce* and *tadpole*. 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.

FUN FACT

When Darwin's frog tadpoles hatch, a male frog swallows the tadpoles. He keeps the tiny amphibians in his vocal sac to allow them to grow. After 60 days, he then proceeds to cough up tiny, fully-formed frogs.

- **Literal comprehension:** The answers are in the text. Ask, "During what season of the year did Danny find tadpoles? What do tadpoles like to eat?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever watched a tadpole change into a frog? Why do you think frogs do not keep their tails?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help students find the word *frog* with the *fr* onset. Discuss and list more words with the *fr* beginning sound (*free, fry, frown, fruit*).
- On separate cards, write each stage of the frog's life cycle: *egg; tadpole with tail; tadpole with tail and legs; tadpole with tail, legs, and arms; tadpole with legs, arms, and shorter tail; frog*. Have the students put the cards in sequential order to match the text and the Frog Life Cycle illustration.

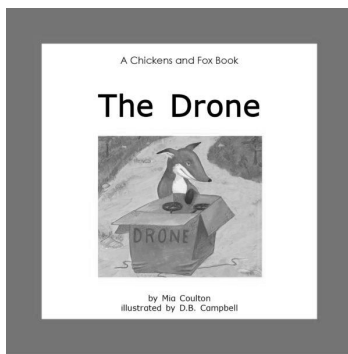
Rereading for fluency

- 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: "One day I looked at the tadpole. The tadpole grew _____." 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 *fr* onset; Introducing the Frog Life Cycle; Sequencing; 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.

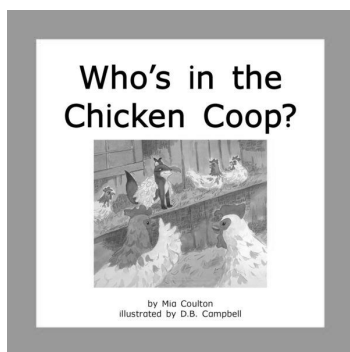
Rereading for fluency

- 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.



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.

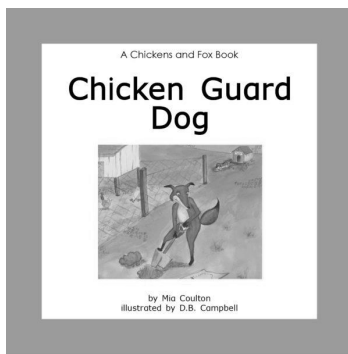
Writing activity

- 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.



Chicken Guard Dog

Level G / 97 words / fiction

High frequency words:

all, but, his, of, out, too, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the cover? Why do you think the fox is looking at a map?"

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: *clever, shing, and guard*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *shing* is an example 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 figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, solve most new words independently, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Livestock Guardians are animals that protect livestock on the farm. They can be llamas or donkeys, but in most cases, they are dogs. These dogs are known as Livestock Guardian Dogs, or LGDs for short.

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 was the fox trying to dig? How did the chickens move the guard dog's house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think the guard dog thought about the clever fox? Where do you think the fox went after he got caught?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural noun *chickens*. Change the following words into plural nouns: *fox (foxes), house (houses), and map (maps)*.
- Find and discuss the words with the /ou/ phoneme: *sounds, house, and out*. Discuss other words with the same pattern (*ground, mouse, count, our*).

Rereading for fluency

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

Writing activity

- Have each student elaborate on the text by adding dialog between the guard dog and the chickens at the end of the story. 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 onomatopoeia; Practicing the /ou/ sound; Introducing plural nouns; Adding dialogue with illustrations; 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: dogo (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 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 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 Colombia 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

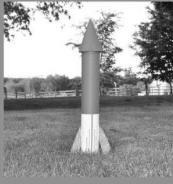
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

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).

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*.

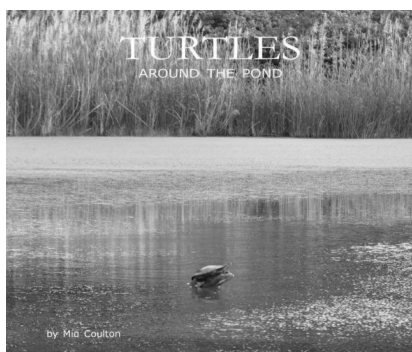
Rereading for fluency

- 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.



Turtles Around the Pond

Level C / 59 words / informational text

High frequency words:

here, in, is, its, like, on, sit, the, to

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a turtle? What do you know about turtles? Where do turtles live?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Find the known words *here* and *like*.
- Find the new words: *walking*, *sitting*, and *hiding*. Have the children locate these words by predicting how the words begin or end. 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.

FUN FACT

Painted turtles can live up to 40 years.

- **Literal comprehension:** The answers are in the text. Ask, "Where do turtles like to sit on sunny days? What else do turtles 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, "Why does a turtle hide in its shell? How does the shell protect the turtle?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the words that end in *-ing*: *hiding*, *walking*, and *sitting*. Have the children frame the *-ing* ending on these words with their fingers.
- Find the word *shell* on page 1. Explain that the *sh* letter combination makes one sound. Using magnetic letters, help students create new words that begin with the *sh* sound (*shell*, *shoe*, and *shop*).

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 *turtles* on the board. Have the children draw a picture and write a sentence about what turtles like to do: "*Turtles like to _____*."
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Rereading; Finding and clapping two-syllable words; Practicing words beginning with the *sh* sound; Introducing words with the *-ing* ending.