

All About Danny



by Mia Coulton

All About Danny

Level A / 33 words / fiction

High frequency words:

here, is, my

Before reading

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

Look through all the pictures

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

Reading the text

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

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you name the items and places Danny showed us in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What special things or places would you show Danny if the book were about you?"

Word work

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

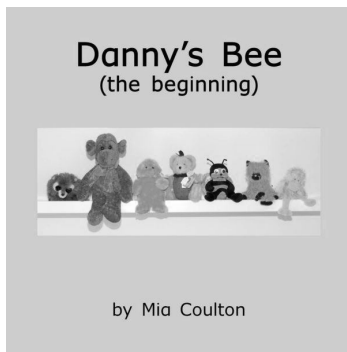
Rereading for fluency

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

Writing activity

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

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



Danny's Bee (the beginning)

Level A / 5 words / fiction

High frequency words:

no, yes

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Do you have a special stuffed animal? How long have you had it? Do you remember how you got it?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the words *no* and *yes* on the pages within the text.

Reading the text

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

FUN FACT

In 1880, Margarete Steiff began making stuffed elephant pincushions to sell to friends. But, children loved to play with them, making Steiff the first stuffed toy company.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at the point of difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What does the speaker in the story say *no* to on each page? What does the speaker say *yes* to?"
- **Inferential comprehension:** The answers are in your head. Ask, "On the last page, what is Danny dressed for in the picture? What will happen next?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.

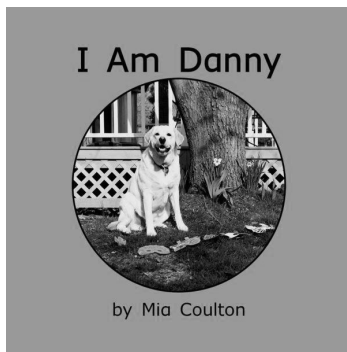
Rereading for fluency

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

Writing activity

- Write this sentence on the board: "Yes, yes, yes!" Explain the capital letter, comma and exclamation mark to students.
- Have the students write the sentence: "No, no, no!" Then have the students draw a picture that corresponds to what they have written. Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Noticing punctuation (capital letter, comma, exclamation mark).



I Am Danny

Level A / 23 words / fiction

High frequency words:

a, am, I

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever worn a mask? What are some times when someone would wear a mask?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the known words: *a, am, and I*.
- Help students find the new words: *lion, giraffe, tiger, panda, and zebra*.

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 the names of the animals that Danny is pretending to be on each page?" Have them read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask: "Can you think of other animals that Danny could pretend to be?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.

Rereading for fluency

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

Writing activity

- On the board, write the animal words: *lion, giraffe, tiger, panda, and zebra*.
- Ask the students to think about their favorite animal. Have them draw a picture of the animal and write its name. Encourage independent attempts to spell words correctly and the use of proper punctuation.

FUN FACT

Researchers now know what teachers have known for many years. Pretend play is more than simple fun. It helps build social, emotional, and problem solving skills.

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