

Alive or Not Alive, Danny?

Level B / 52 words / fiction

High frequency words:

are, he, here, his, is, not, the, this, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What will he do with those toys?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Ask the students: "See this picture? Is it of something that is alive or not alive?"
- Help students find the high-frequency word *not*.
- Help the children find and clap the new two-syllable words: *shadow, alive, fishbowl, and spider*.

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.

FUN FACT

Something that is alive can take in and use energy, excrete waste, grow, reproduce, and respond to the environment.

- 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 things in the book are alive? Which things in the book are not alive?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Have the students look at the picture lists on page 16. Ask, "What other things could we add to the lists of *alive* and *not alive*?"

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: *shadow, alive, fishbowl, and spider*.

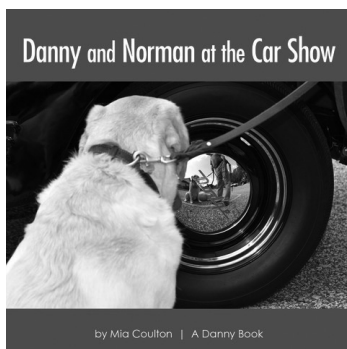
Rereading for fluency

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

Writing activity

- Have each student write an *Alive* item and a *Not Alive* item on a piece of paper. 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; Introducing compound words; Contrasting living and nonliving things.



Danny and Norman at the Car Show

Level B / 36 words / fiction

High frequency words:
the, to, we, went

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where do you think Danny is in the picture? What do you think is going to happen in this story? Have you ever been to a car show?"

Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable words: *orange, silver, and yellow*. Clap and count the syllables together.

Reading the text

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

FUN FACT

Since 1981, the Chevy Corvette has been manufactured only in Bowling Green, Kentucky and is the official sports car of the Commonwealth of Kentucky.

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, "How many cars did Danny and Norman see? Who took them to the car show?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Which car do you think Danny liked the best? Which car do you like the best? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Ask students to find the color words in the text: *black, orange, red, silver, white, and yellow*.
- Find the articles *a* and *an* throughout the book. 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.

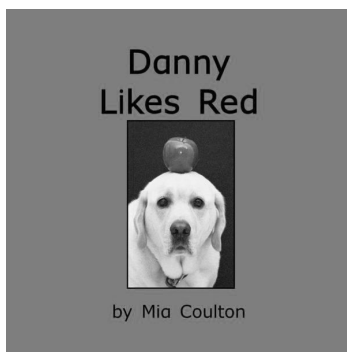
Rereading for fluency

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

Writing activity

- Have the students write and complete the following sentence using the appropriate article: "We saw *a/an* _____ car." 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 fingers, one to one; Finding and clapping two-syllable words; Introducing the articles *a* and *an*; Practicing color words; Rereading.



Danny Likes Red

Level B / 28 words / fiction

High frequency words:

a, is, my, red, the

Before reading

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

Look through all the pictures

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

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you name one of Danny's red items from the book? Can you name them all?" Have them read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

- Revisit the list that the students generated of things that are red. Using those words, have student complete and write the sentence: "A _____ is red." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

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

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

Danny the Dinosaur



by Mia Coulton

Danny the Dinosaur

Level B / 31 words / fiction

High frequency words:

at, look, my

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrase *look at my*.
- Help the students find the multisyllabic words: *dinosaur, balloon, and stickers*. Have children clap and count the syllables.

Reading the text

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

FUN FACT

The first recorded song from a dinosaur was made by a big, purple dinosaur named Barney. He loves you. You're part of his family.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find and read the page with the dinosaur balloon? Can you find and read the page with Danny the Dinosaur? What other dinosaur items does Danny have at his house?"
- **Inferential comprehension:** The answers are in your head. Ask, "Why did Danny dress up as a dinosaur? Have you ever dressed up as one of your favorite characters? Which one? Why?"

Word work

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

Rereading for fluency

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

Writing activity

- Have students write complete the sentence: "Look at my dinosaur _____." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Rereading; Cross-checking difficult words with pictures and story meaning; Noticing plural nouns.

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's Party

Level B / 27 words / fiction

High frequency words:

a, am, going, I, to

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gotten an invitation to a party? Have you been to a birthday party?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the known words: *I, am, and to*.
- Find the new words *party* and *going*. Have children clap and count the syllables.
- Point out the yellow invitation on each left-hand page. These are invitations addressed to each dog. Can the students find each dog's name?

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 going to Danny's party?" Have them read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "What will Danny's friends do at the party? What do you think they will eat?"

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.

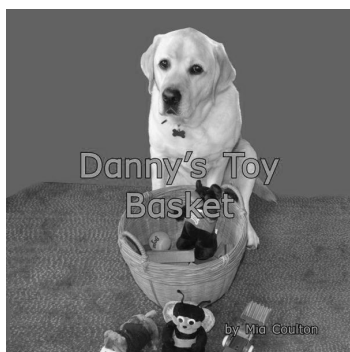
Writing activity

- Write the words *My Party* on the board.
- Have the students make a list of who they would invite to a party (*dad, mom, brother, Danny*). Then have the students draw a picture that corresponds to what they have written.

FUN FACT

According to Animal Planet, 80% of dog parents give gifts to their dogs on special occasions, like Christmas or birthdays.

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; Finding and clapping two-syllable words.



Danny's Toy Basket

Level B / 37 words / fiction

High frequency words:

are, in, is, me, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Danny's big basket? Why do you think they are in there? Where do you keep your toys?"

Look through all the pictures

- Using the language in the story, discuss all of the items going into the basket on each page.
- Help the children find and learn the high-frequency words: *me, my, is, and in*.
- Help the children find and learn the two-syllable word *basket*. Clap the syllables together.

Reading the text

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

FUN FACT

The philosopher John Dunne first pointed out in 1693 that playing with alphabet nursery blocks could be a fun way to help children learn to read.

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 all of the items that went into Danny's basket?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why didn't Danny put Bee in the basket? Where do you keep your special toys at home?"

Word work

- Have students locate the high-frequency words in the text and practice writing.
- Notice and discuss the plural noun *blocks*.

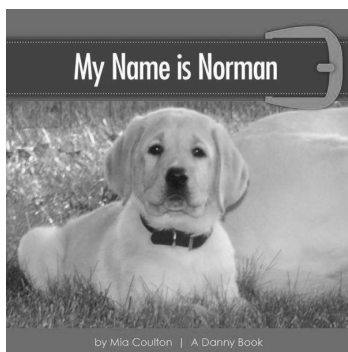
Rereading for fluency

- 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 sentence on the board: "My _____ is in my basket." Have the students name some items they would like to add to the basket and complete the sentence, using the name of one of their items. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Matching words to print, one to one; Noticing plural nouns.



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.

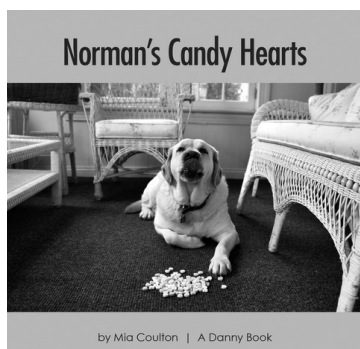
Rereading for fluency

- 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.



Norman's Candy Hearts

Level B / 38 words / fiction

High frequency words:

is, look, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman will do with the candy hearts? How do you feel about candy hearts?"

Look through all the pictures

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

Reading the text

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

FUN FACT

Try dropping some candy hearts into carbonated soda. The candies are denser than the soda and will sink to the bottom. When carbon dioxide bubbles in the soda stick to the candies, they float up through the soda. This up-and-down motion makes the heart candies appear to slowly *dance* in the soda.

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, "To how many friends does Norman give candy hearts? What candy heart does Norman give to you?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would you write on a candy heart for your friend? What would you write on a candy heart for your teacher?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Notice and discuss the plural noun *hearts*.
- Find and discuss the interjection *yum*. An interjection is a word that shows emotion.

Rereading for fluency

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

Writing activity

- Have the students write and complete the following sentences: "*This candy heart is for you. It says _____.*" 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 fingers, one to one; Finding and clapping two-syllable words; Introducing interjections; Practicing plural nouns; Rereading.