

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.

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*.

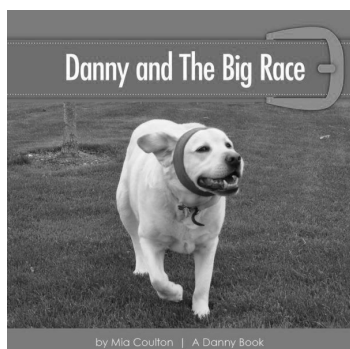
Rereading for fluency

- 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 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.

Danny and the Runaway Train



by Mia Coulton

Danny and the Runaway Train

Level C / 110 words / fiction

High frequency words:

and, at, big, got, it, look, off, on, play, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been on a train? Why is Danny wearing that hat and shirt?"

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: *again* and *runaway*. Clap and count the syllables in 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 notice students using correctly.

FUN FACT

Train whistles are sounded for safety reasons – to warn of approaching trains. Engineers sound horns before all public crossings and must follow a standardized pattern: two long, one short, and one long blast.

- **Literal comprehension:** The answers are in the text. Ask, "What happens to the train as Bee goes around and around? Why is the train called a runaway train?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever gone for a ride on something that was going very fast? How did that make you feel? How do you think Bee is feeling as the train goes off the track? How do you think Danny felt as he watched the train go faster and faster?"

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 *tr* blend: *train* and *track*. Using magnetic letters, make other words with that same beginning sound (*try*, *tree*, *trick*, *truck*).
- Have the children find the exclamation marks and quotation marks in the story.

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 draw a picture of a scene from the story then have them write a sentence or two that corresponds to what they have drawn.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Noticing punctuation (exclamation marks and quotation marks); Practicing words with the *tr* blend; Rereading.



Danny Can Sort

Level C / 42 words / fiction

High frequency words:

are, at, here, look, not, the

Before reading

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

Look through all the pictures

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

Reading the text

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

FUN FACT

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

After reading

- Discuss the meaning, structure and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What colors are Danny's treats? Can you find and name each colored treat?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other colors could the treats come in? What do you think the flavor would be for each color of treats?"

Word work

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

Rereading for fluency

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

Writing activity

- Write the word *treat* on the board. Have the students copy the following sentence: "Look at the _____ treat." Have the students choose a color and fill in their sentence. Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Introducing new words; Self-monitoring – the repetitive sentences in this book are not in the same order on each page; Sequencing; Introducing color words in text.

Danny Goes For a Walk



by Mia Coulton

Danny Goes For a Walk

Level C / 50 words / fiction

High frequency words:

at, for, go, like, look, run, to, up, we

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is with Danny on the sidewalk? What do you think Danny and Dad might see on their walk?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *clouds* and *storm* by predicting how the words begin or end.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Who is taking Danny for a walk in this story? What do they see on the walk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny knows it is going to storm? How do you think Danny feels about the coming storm?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find and clap the multisyllabic words *sidewalk* and *dandelion*.

Rereading for fluency

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

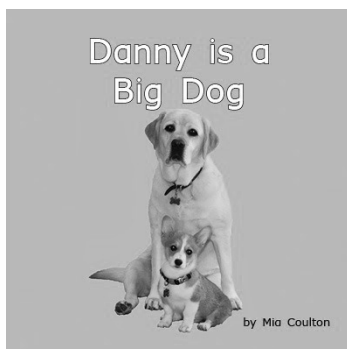
Writing activity

- Have students draw a picture of Danny in the storm. Ask them to write a sentence about what is happening.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

FUN FACT

Dogs are experts at detecting storms.
Because they have better senses of smell and hearing, dogs can detect thunder, the metallic smell that comes with a lightning storm, and even changes in air pressure long before humans do.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Rereading; Matching words to print, one to one.



Danny 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 Makes a Mask



by Mia Coulton

Danny Makes a Mask

Level C / 67 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

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

Reading the text

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

After reading

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

- **Literal comprehension:** The answers are in the text. Ask, "What is the first part of making the mask? What is the first thing Danny puts on the head? What parts are added after the eyes, and then the mouth?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

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

FUN FACT

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

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

Danny Meets Norman



Danny Meets Norman

Level C / 56 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *like, play, and with*.
- Help the children find the following words by predicting how the words begin and end: *puppy, walk, and Norman*.

Reading the text

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

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What is the puppy's name? What do Danny and puppy Norman like to do together?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does it look like Danny and Norman are doing on page 11? How do you think Danny feels about Norman?"

Word work

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

Rereading for fluency

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

Writing activity

- Have students copy and finish the sentence: "*Danny likes to _____ with puppy Norman.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

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

Danny's Five Little Pumpkins



by Mia Coulton

Danny's Five Little Pumpkins

Level C / 51 words / fiction

High frequency words:

can, little, on, see, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see on the fence in the picture? Can you guess what will happen to the little pumpkins on the fence in the story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the high-frequency word *can*.
- Have the children find the words that may be new to them: *boo*, *pumpkin*, and *fence*. Have the children locate the words by practicing how they begin and end.
- Help the students locate the number words in the story: *one*, *two*, *three*, *four*, and *five*.

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, "How many pumpkins are on the fence on page 11?" Have the children read page 11.

- **Inferential comprehension:** The answers are in your head. Ask, "What did Danny do with the five little pumpkins?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask students to list words that rhyme with the high frequency word *can*. Write the rhyming words on the board as they come up with some examples. Point out the *an* ending in these words.

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.

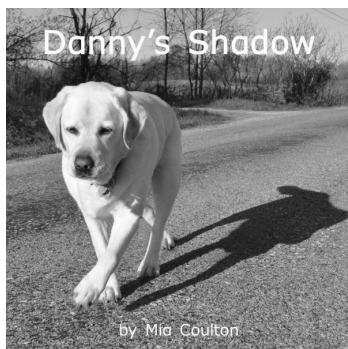
Writing activity

- Have the students write and fill in the sentence: "*I can see _____ little pumpkins.*" 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

Pumpkins are native to North and South America.
They are a type of squash.
Like all squash, pumpkins are a fruit.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Sequencing; Counting down from five; Introducing number words in text; Practicing rhyming words that end with *-an*.



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.

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?

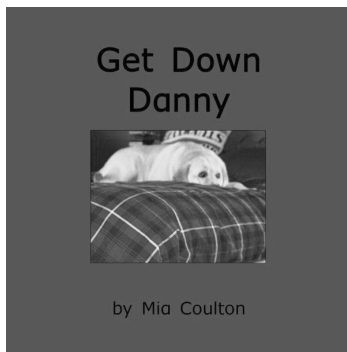
Rereading for fluency

- 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).



Get Down Danny

Level C / 32 words / fiction

High frequency words:

down, get, is, on, said, the, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing in the cover picture? Why do you think the book is called *Get Down Danny*? 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.
- Help the children find the high frequency words: *up, on, and down*. Explain that these words are directional words that help the reader understand the position or direction of Danny 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

71% of pet owners sleep with their pets, according to a survey. Of those people, 43% let their pet sleep with them every night.

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 list the places Danny goes up onto in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is Danny not allowed up on the bed or the couch? Why do you think Danny keeps getting on the bed or the couch?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students discuss and list more positional and directional words that they know (*under, above, over, and beside*).

Rereading for fluency

- Have the children read the story again, either independently or with a partner. Listen and again prompt for strategy use at difficulty.

Writing activity

- Have the students copy and complete the following sentence: "*Danny is on the _____. Get down, Danny!*" 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: Using meaning to connect pictures to text; Rereading; Introducing positional and directional words.

Grandma Ruth's Garden



by Mia Coulton

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.

Grandma Ruth's Glasses



by Mia Coulton

Grandma Ruth's Glasses

Level C / 34 words / fiction

High frequency words:

for, her, here, in, is, on, she, under, up

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency words: *her, she, and here*.
- Help the children find the new word *glasses*.
- Help the students find the *where* phrases (prepositional phrases): *up here, in here, under here, and on here*.
- Find and clap the two-syllable words: *glasses, Grandma, looking, and under*.

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 does Grandma Ruth look for her glasses?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other places could Grandma Ruth look for her glasses?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the *where* words (prepositions): *up, in, on, and under*.

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 *glasses* on the board. Have the students write the sentence: "*The glasses are on Danny!*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

With age, the lenses of our eyes lose elasticity making it harder to see up close. According to the National Library of Medicine, this affects nearly 100% of people over age 45.

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

Look at Danny



by Mia Coulton

Look at Danny

Level C / 39 words / fiction

High frequency words:

at, he, in, is, my

Before reading

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

Look through all the pictures

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

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Danny is jumping? Can you find the page where he is sleeping?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

- Have students write a new page for the book by completing the following sentence: "*Look at Danny. He is _____ing.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

FUN FACT

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

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



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.

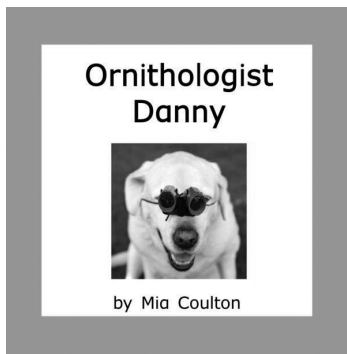
Writing activity

- 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).



Ornithologist Danny

Level C / 64 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *ornithologist*, *listen*, and *scientist*. Have them clap and count the syllables.

Reading the text

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

After reading

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

FUN FACT

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

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

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

Word work

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

Rereading for fluency

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

Writing activity

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

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



Stink Bugs in Danny's House

Level C / 68 words / fiction

High frequency words:

look, on, where

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *everywhere, stink, and toilet*. Have them clap and count the syllables in these multisyllabic words.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where did Danny find stink bugs in his house? What did Danny say to the stink bugs each time he would find them in his house?" Have students read the pages that support their answers.

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

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words in the text: *floor-door, book-look, and eat-seat*.
- On separate cards, write each place Danny found stink bugs in his house: *book, floor, wall, door, toilet seat, food dish, and head*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

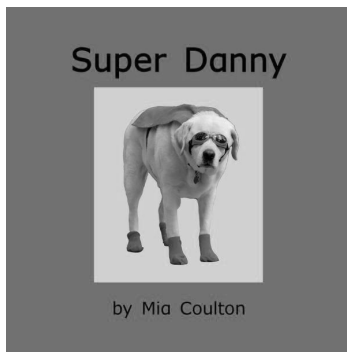
Writing activity

- Have each student write and complete the following rhyming sentences: "I see a stink bug on the _____. I see a stink bug on the _____" Then have them draw a picture that corresponds to what they have written.

FUN FACT

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

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



Super Danny

Level C / 35 words / fiction

High frequency words:

am, and, get, go, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How is Danny dressed on the cover? Why do you think he is dressed that way?"

Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find the high-frequency words: *I, am, go, and, and get.*
- Help the children find the words that may be new to them: *socks, goggles, belt, cape, and super.*

Reading the text

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

FUN FACT

There may be as many as 400,000 trained service dogs in the United States. These Super Dogs help people with disabilities and do important jobs in public safety.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny get from the dresser drawer? What did he get from the bathtub? What did he get from the closet and kitchen?" Have the students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other household items do you think Super Danny could use to add to his costume?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- *Goggles, super, and Danny* are two-syllable words. Have the students clap and count the syllables.

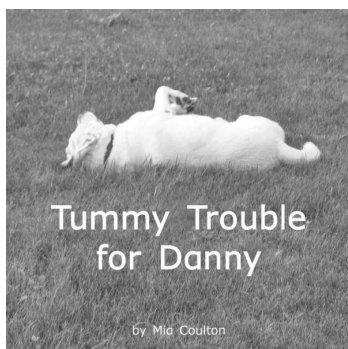
Rereading for fluency

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

Writing activity

- Have the students draw Super Danny and write a caption under the picture. An example is: "*I am Super Danny.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Introducing new words; Finding and clapping two-syllable words.



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*.