



# 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.

## 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.

## 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.

## 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 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.

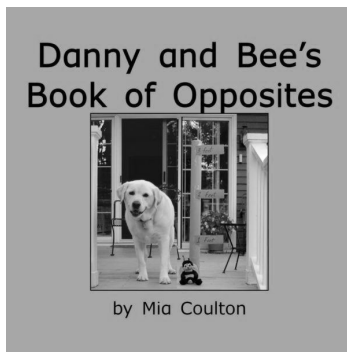
### Rereading for fluency

- 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 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.



## Danny and Dad Read



by Mia Coulton

# Danny and Dad Read

Level D / 61 words / fiction

High frequency words:

*and, get, of, read*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where do you think Danny likes to read? Where did Danny and Dad go in the cover photo?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the students find the words that may be new to them: *hammock, stories, and library*.
- Ask the children to find the seasonal words and pictures in the story: *spring, summer, fall, and winter*.

### 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 do Danny and Dad like to read? Where do Danny and Dad go to get new books?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Of all the places Danny and Dad read in the story, which would be your favorite? Why? What are some other places Danny may like to read?"

### 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: *hammock, library, scary, and stories*.
- On separate cards, write each place Danny and Dad read 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 and Dad like to read \_\_\_\_\_." 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

The largest library in the world is The Library of Congress, with more than 158 million items on approximately 838 miles of bookshelves.

**Teaching Points:** Introducing new words; Practicing multisyllabic words; Introducing seasonal words; Sequencing.

## Danny and the Corn Maze



by Mia Coulton

# Danny and the Corn Maze

Level D / 47 words / fiction

High frequency words:

*at, come, do, get, look, no, that, this*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to a corn maze? What do you think Danny will do at the corn maze? What time of year do you think it is?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *pumpkin* and *corn* 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, "What season is it in the story? What questions does Danny ask when he is in the corn maze?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny feels when he says, 'Oh no!' on page 8? Why do you think he feels that way? How would you feel if you got lost in a corn maze? What would you do?"

### 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: *pumpkins*, *running*, and *into*.
- Have the children find the question 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 write and complete the sentence: "In the fall, Danny likes 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.

#### FUN FACT

The first corn maze, called The Amazing Maize Maze, was created by the American Maze Company, led by Don Frantz, in Annville, Pennsylvania in 1993.

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



## Danny and the Little Bunny



by Mia Coulton

# Danny and the Little Bunny

Level D / 78 words / fiction

High frequency words:

*come, did, here, into, little, out, play, there, will, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What did Danny find in the grass? Have you ever found a bunny?"

### 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, out, and play*.
- Have the children find the words that may be new to them: *bunny, hiding, and 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.

### 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 the bunny hide first? What does the bunny run down into? Why does Danny want the bunny to come out of the hole?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does the bunny hide? What do you think Danny will do with the bunny if he comes out? What would you do if you were the bunny?"

### 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: *little, bunny, and Danny*.
- Point out the quotation marks on pages 4, 8, 10, and 12. 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.

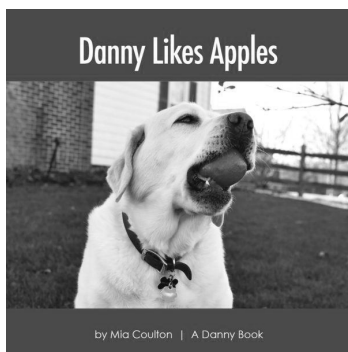
### Writing activity

- Have each student write the following sentence: "Danny wants to play with the little bunny." 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

Have you ever seen a wild rabbit? More than half of the world's population of rabbits live in North America.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Introducing double consonants; Noticing punctuation (quotation marks).



# 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*).

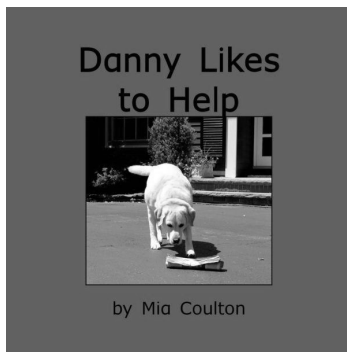
## Rereading for fluency

- 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 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'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.

## 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.

## Danny's Five Senses



by Mia Coulton

# Danny's Five Senses

Level D / 52 words / fiction

High frequency words:

*can, here, is, no*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the front cover? What is it celebrating? 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 *here* and *no*.
- Have the children find the sensory words in the text: *hear, see, feel, smell, and taste*.

### 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 happened to Dad's cake? What did Dad say to Danny?" 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 saw the cake on the floor? What do you think the cake tasted like?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the quotation marks and exclamation mark on page 10. Discuss and explain why the author used these tools.
- On separate cards, write each of the five senses Danny used with the cake. 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 sentences: "*Here is the cake. I can \_\_\_\_\_ the cake.*"
- Encourage the use of punctuation and independent attempts to spell words correctly.

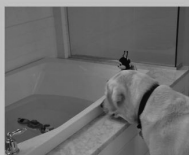
#### FUN FACT

Animals have differences in how their receptors sense the world around them. For example, dogs and sharks have a terrific sense of smell; while cats can see very well in dim light.

**Teaching Points:** Introducing new words; Introducing sensory words; Noticing punctuation (exclamation marks and quotation marks); Sequencing.



## 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 Hair is Everywhere



by Mia Coulton

# Danny's Hair is Everywhere

Level D / 38 words / fiction

High frequency words:

*has, no, of, on, this*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in the grass all around Danny on the cover?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the students find the high-frequency word *where* in the compound word *everywhere*.
- Help the children find the words that may be new to them: *hair, chair, air, and stair*.

### 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 some of the places that we see Danny's hair in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Is having hair all over the house a good thing or a bad thing? Why? What are some ways that Danny and Dad could remove the hair from all of the places where it isn't wanted?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words: *everywhere, hair, chair, air, and stair*. Have the students find the /air/ phoneme 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.

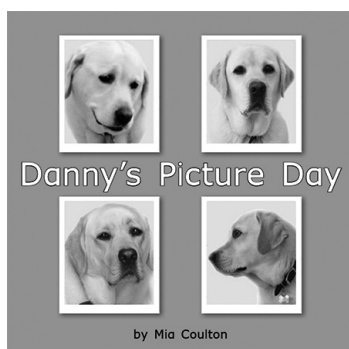
### Writing activity

- Have each student write and complete the following sentence using a word that rhymes with *air*: "Danny's hair is on 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

Ten different words can be made from the word *therein* without rearranging any of the letters. Six of the letters are frequently used words. Can you find them? (Answer: *therein, the, there, he, her, here, herein, ere, rein, in*)

**Teaching Points:** Introducing new words; Practicing words with the /air/ phoneme; 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.

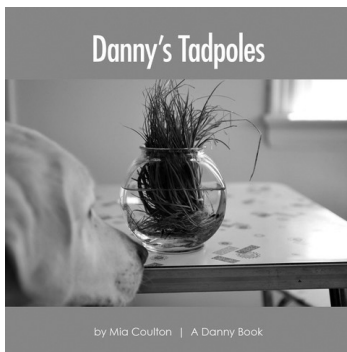
## Rereading for fluency

- 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 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.

## Danny's Timeline



by Mia Coulton

# Danny's Timeline

Level D / 73 words / fiction

High frequency words:

*at, big, little, look*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a timeline? What do you think this story will be about?"

### 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 antonyms *big* and *little*.
- Have the children find the time words: *days*, *months*, and *weeks*.

### 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

By the age of one, a puppy is considered to be fully grown. In human years, this is the physical equivalent of being 15 years old.

- **Literal comprehension:** The answers are in the text. Ask, "How big was Danny when he was 14 days old? How big was he at 8 weeks? How big was he at 4 months?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny change in each of the pictures? What can Danny do now that he couldn't do when he was a little puppy?"

### 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: *getting*, *little*, *sleeping*, and *very*.
- On separate cards, write Danny's age or draw a picture for each step of the timeline. 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 sentences: "Look at me. I am \_\_\_\_\_. " 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 antonyms; Rereading; Finding and clapping two-syllable words; Sequencing.

## 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

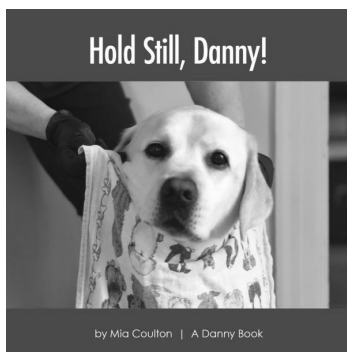
- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

### 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.





# Hold Still, Danny!

Level D / 75 words / fiction

High frequency words:

*but, cut, did, do, get, little, said, want, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is happening to Danny on the cover? What does 'hold still' mean? Why do you think Danny will need to 'hold still'?"

## 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* and *said*.
- Have the children find the words that may be new to them: *haircut*, *hairdresser*, and *comb*. 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

Only a few mammals are regarded as being mostly hairless. These animals include elephants, rhinoceroses, hippopotamuses, walruses, pigs, whales, and naked mole rats.

## 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 the first dog to get a haircut? What does the hairdresser do to the little dog before cutting his hair? What does the hairdresser say to the little dog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the little dog likes having his hair combed and cut? How can you tell?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the two smaller words that make up the compound words *hairdresser* and *haircut*.

## 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 his or her favorite part of this story and write a sentence describing what is happening in the drawing.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Introducing compound words; Rereading; Finding and clapping multisyllabic words.

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.