

# Botanist Danny

Level E / 59 words / fiction

High frequency words:

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

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Danny do to the first plant he finds? What plant does Danny find next? What is the third plant Danny finds?" Have students read the pages that support their answers.

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

## Word work

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

## Rereading for fluency

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

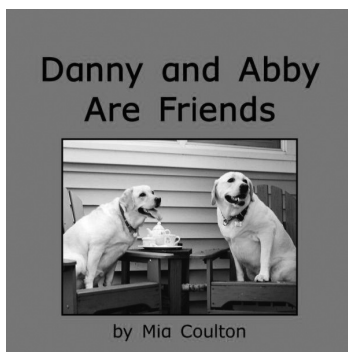
## Writing activity

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

### FUN FACT

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

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



# Danny and Abby Are Friends

Level E / 109 words / fiction

High frequency words:

*have, her, run, she, sit, with*

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What do Danny and Abby like to do together? How does Danny feel when he is with Abby?" Have students read the pages that support their answers.

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

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the -er suffix: *bigger* and *faster*. The -er suffix is added to the end of a base word when comparing one thing to another.
- On separate cards, write each activity Danny and Abby like to do together. Have the students put the cards in sequential order to match the text.

## Rereading for fluency

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

## Writing activity

- Have each student each write and complete the following sentence: "*Danny and Abby like to \_\_\_\_\_ together.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

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

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

## Danny and Abby Play Hospital



by Mia Coulton

# Danny and Abby Play Hospital

Level E / 60 words / fiction

High frequency words:

*get, help, she, with*

### Before reading

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

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What are Danny and Abby playing? Who pretends to be the nurse first? Who pretends to be the nurse second?" Have students read the pages that support their answers.

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

### Word work

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

### Rereading for fluency

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

### Writing activity

- Have each student write and complete the sentence: "Danny and Abby like to play \_\_\_\_\_." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

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

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

## Danny and Abby Play Tag



by Mia Coulton

# Danny and Abby Play Tag

Level E / 76 words / fiction

High frequency words:

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

### Before reading

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

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

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

#### FUN FACT

Did you know that gorillas play tag?

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

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

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

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *making, mowing, and resting*.
- Point out the apostrophe in the word *let's*. Briefly explain that an apostrophe is used to create the contraction for *let us*.

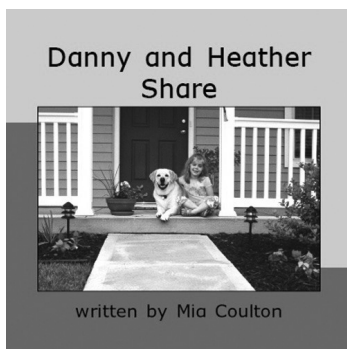
### Rereading for fluency

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

### Writing activity

- Have each student copy and complete the sentence: "Danny is it. He tags \_\_\_\_\_." Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

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



# Danny and Heather Share

Level E / 72 words / fiction

High frequency words:

*her, she, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny and Heather are going to share in this book? What kinds of things do you share with your friends?"

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How old are Danny and Heather? What are the five different things that Danny and Heather share?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "If Danny were your dog, what would you share with him? What would you do if the toy you shared with your friend got broken while your friend was playing with it?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students find the words with the *sh* digraph: *wish, shares, share, and she*.
- Help the students find the words with the *th* digraph: *with, Heather, birthday, and the*.

## Rereading for fluency

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

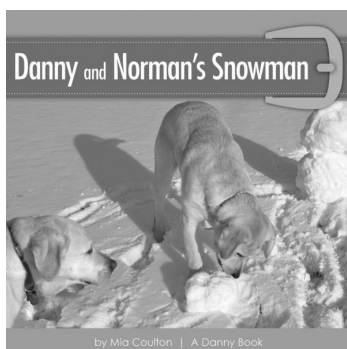
## Writing activity

- Have each student choose one of the digraphs from the story (*sh* or *wh*). Have them create a list of five different words that include that digraph. Then have them draw a picture that corresponds to each of the words.

### FUN FACT

Sharing teaches children about compromise and fairness. Children who share also learn how to take turns, negotiate, and cope with disappointment.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *sh* and *wh* digraphs.



# Danny and Norman's Snowman

Level E / 125 words / fiction

High frequency words:

*are, but, come, get, help, no, now, run, what, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What season is it in this story? What do you think will happen when Danny and Norman try to build a snowman?"

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What are the four things that Danny and Norman put on the snowman? What happens to the snowman's nose?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever made a snowman in the snow? What else do you like to do in the snow?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *to*, *too*, and *two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

## Rereading for fluency

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

## Writing activity

- On separate cards, write the four items Danny and Norman use to decorate the snowman. Have the students put the cards in sequential order to match the text. Then have them copy and complete the following sentence with one of the cards: "*Here is a \_\_\_\_\_ for the snowman.*" Have them draw a picture that corresponds to what they have written.

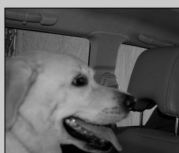
### FUN FACT

The biggest snowman ever created was in Bethel, Maine, in 2008. The snow-woman, named Olympia, was 122 feet tall, had pine trees for arms, and a mouth made out of car tires.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Sequencing; Introducing the *to*, *too* and *two* homophones.



## Danny at the Car Wash



by Mia Coulton

# Danny at the Car Wash

Level E / 124 words / fiction

High frequency words:

*into, no, put, so, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a car wash? Have you ever been to a car wash? How do you think Danny feels about going to the car wash?"

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Dad take the car to the car wash? What happens to Bee in this story? What does Dad say to Bee at the end of the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he saw Bee getting washed? What do you think Bee was thinking during the car wash? What do you think Dad was thinking when he saw Bee?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ee/ phoneme: *see, Bee, and need*. Using magnetic letters, make other words with the same sound and pattern (*beep, seed, feed, sheep, and jeep*).
- Find and practice the words with the CVCe pattern: *here, safe and ride*.

### Rereading for fluency

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

### Writing activity

- Have each student write and complete the following sentence: "*Here comes the \_\_\_\_\_. Don't be scared, Danny.*" Then have the students draw a picture that corresponds to what they have written.

#### FUN FACT

**In 1914, the first car wash opened in Detroit. The wash was done by attendants, not machines. One attendant sprayed the car, the next washed the car with soap, and another used a hand towel to dry the car.**

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing words with the CVCe pattern; Noticing compound words; Practicing words with the /ee/ phoneme.

## Danny, Bee and the Skunk



by Mia Coulton

# Danny, Bee and the Skunk

Level E / 70 words / fiction

High frequency words:

*away, came, did, no, out, ran, run, that*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Take a look at the cover of this book. Who is on the cover with Danny and Bee? What do you know about skunks? Are they friendly to approach? What do you think might happen with the skunk in this story?"

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

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

#### FUN FACT

When frightened, skunks spray a stinky, oily liquid for up to ten feet from a gland under their tails.

- **Literal comprehension:** The answers are in the text. Ask, "What are Danny and Bee really chasing in the beginning of the story? What happens to Bee at the end of the story? Can you guess what it means to be *skunked*?" Have the students read the page that supports each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever smelled a skunk smell? What does it smell like? Why do you think skunks spray a stinky smell?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, looked, skunked, and stopped*. This ending means that the action already happened. It happened in the past.

### Rereading for fluency

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

### Writing activity

- Have the students draw a picture and write a sentence about Bee getting skunked.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing words with the *-ed* suffix; Introducing action words (verbs).



## Danny Follows the Signs



by Mia Coullton | A Danny Book

# Danny Follows the Signs

Level E / 98 words / fiction

High frequency words:

*come, have, no, now, stop, will, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does it look like Danny, Bee and Norman are doing on the cover? Where do you think they are going?"

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### FUN FACT

Did you know that the shape of the road sign delivers a specific message? Round signs are used for railroad crossings, octagons are used for stop signs, diamonds are used to warn that there are curves ahead, squares are used for caution, and rectangles are used for mileage and speed limit signs.

### After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny see on the tree? What other signs did Danny, Norman and Bee see?" Have the students read the pages that support each answer.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some signs that you see everyday? Why do you think we need signs? What sign could you make for your home? Why?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the ay vowel pattern: *today, way, play, and stay*. Using magnetic letters, make other words with that same vowel pattern (*day, may, gray, way, tray*).
- On separate cards, write each sign that Danny sees in the story. Have the students put the cards in sequential order to match the text.

### Rereading for fluency

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

### Writing activity

- Have each student create a sign for his or her bedroom. Then have them write and complete the following sentence: "The sign says \_\_\_\_\_."

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

## Danny Gets Fit



by Mia Coulton

# Danny Gets Fit

Level E / 177 words / fiction

High frequency words:

*do, get, good, have, no, of, run, will, you*

### Before reading

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

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

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

#### FUN FACT

Depending on the breed, dogs should have between 30 and 120 minutes of exercise a day. Other than walking, some fun activities include: dogo (dog yoga), swimming, playing fetch, agility classes, and chasing bubbles.

- **Literal comprehension:** The answers are in the text. Ask, "How does Dad know it's time for Danny to get fit? What are some of the ways Danny can get fit? When does Danny decide to get fit?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What does Danny think about getting fit? Why is it important to get fit? What are some ways you can get fit?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *st* blend: *breakfast* and *stay*.
- On separate cards, write each way that Danny tries to get fit: *eat, run, exercise, stretch, drink, and rest*. These are all action words (verbs). Have the students put the cards in sequential order to match the text.

### Rereading for fluency

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

### Writing activity

- Using the list of action words, have each student write and complete the following sentences: "Danny will get fit. Danny can \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *st* blend; Introducing action words (verbs); Sequencing.

## Danny Looks for Abby



by Mia Coulton

# Danny Looks for Abby

Level E / 120 words / fiction

High frequency words:

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

### Before reading

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

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

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

#### FUN FACT

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

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

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

### Word work

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

### Rereading for fluency

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

### Writing activity

- Have each student copy the following sentence: "I could not find Abby because she was at my gate." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /ar/ phoneme; Practicing words with the *sh* digraph.

## Danny's Garden



by Mia Coulton

# Danny's Garden

Level E / 84 words / fiction

High frequency words:

*did, had, help, his, just, no, one, saw, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the front cover? What do you think he will grow in his garden?"

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

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

#### FUN FACT

Potatoes were the first food to be grown in space. In 1996, potato plants were taken into space on the Colombia space shuttle.

- **Literal comprehension:** The answers are in the text. Ask, "How did Danny take care of his garden? What did Bee do that made Danny so upset?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Bee didn't help Danny? How would you have felt if you were Danny? Was Bee's solution a good one? Why or why not?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *watched, pulled, watered, asked, and yelled*. This ending means that the action already happened. It happened in the past.
- Find and discuss the rhyming pairs: *at-sat* and *chair-fair*.

### Rereading for fluency

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

### Writing activity

- Have each student write and complete the following sentences: "*Everyday Danny \_\_\_\_\_ in his garden. And everyday Bee sat in his red chair and watched.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *-ed* suffix; Practicing rhyming words; Noticing action words (verbs).



# Danny's New Toy

Level E / 70 words / fiction

High frequency words:

*get, had, his, into, no, ran, two*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is in the bag on the front cover? What do you think this story is going to be about?"

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny do with his new toy? What happened after Danny and his new toy got muddy?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when his new toy got muddy? How do you think Dad felt when he saw how muddy Danny was?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *to, too, and two* in the story. Homophones are a type of homonym that sound alike, but have different spellings and different meanings.
- Point out the exclamation mark on page 10. Briefly explain exclamation marks.

## Rereading for fluency

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

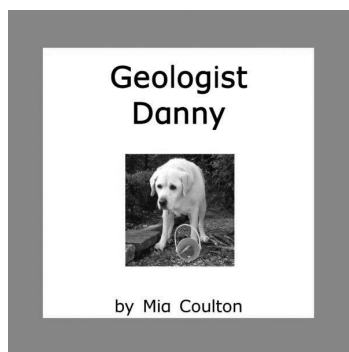
## Writing activity

- Have each student write and complete the following sentence: "Danny named his new toy \_\_\_\_\_. " Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

In 1952, Mr. Potato Head became the first toy advertised on national television in America. It is still in production today.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (exclamation marks); Noticing compound words; Introducing the *to, too* and *two* homophones; Rereading.



# Geologist Danny

Level E / 75 words / fiction

High frequency words:

*and, big, it, on, put, you*

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What color is the biggest rock? How many rocks does Danny put in his bucket?" Have the students read the page that supports each answer.

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

## Word work

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

## Rereading for fluency

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

## Writing activity

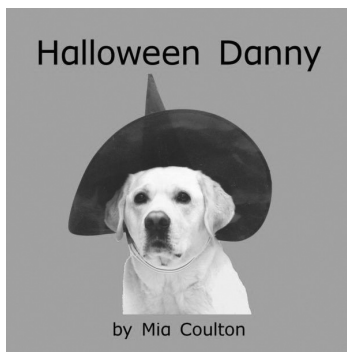
- Have the students write and complete the following sentence: "Danny picks up a \_\_\_\_\_ and puts it in his \_\_\_\_\_." Then have them draw a picture that corresponds to what they have written.

### FUN FACT

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

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





# Halloween Danny

Level E / 51 words / fiction

High frequency words:

*his, it, on, put, what*

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How many costumes did Danny try on? What costume did Danny finally choose? Why did Danny choose not to wear a costume?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What costumes have you worn? Do you like wearing costumes? Why or why not?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *tight-night*. Using magnetic letters, make other words that follow the same pattern (*right, bright, light, fright, might*).
- Point out the quotation marks on page 10. Briefly explain quotation marks.

## Rereading for fluency

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

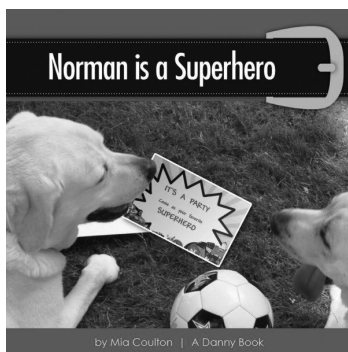
## Writing activity

- Thinking about the costumes Danny tried on, have each student write and complete the following sentences: "*Danny put on \_\_\_\_\_. It was too \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

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

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



# Norman is a Superhero

Level E / 58 words / fiction

High frequency words:

*come, get, who, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where are Danny and Norman? What does Danny have in his paws? What do you think this story will be about?"

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does the mail person deliver to Danny and Norman? What were Danny and Norman doing when the mail was delivered? What does Norman decide to be for the superhero party?" Have students read the pages that support their answers.

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

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *let's* and *it's*. Explain that *let's* is a contraction that means *let us* and *it's* is a contraction that means *it is*.
- Point out the quotation marks and exclamation marks throughout the text. Briefly explain these punctuation marks.

## Rereading for fluency

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

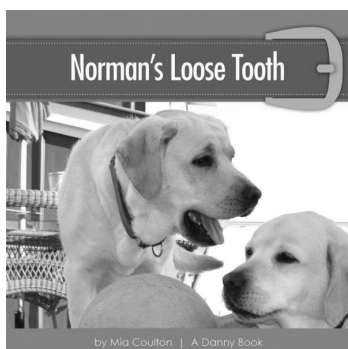
## Writing activity

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

### FUN FACT

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

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



# Norman's Loose Tooth

Level E / 65 words / fiction

High frequency words:

*his, just, of, out, put, what, when, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman is saying to Danny in the picture on the cover?"

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What was Norman doing when his tooth fell out? What will happen when Norman puts the tooth under his pillow at night?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How many teeth have you lost? Have you ever lost a tooth when you were chewing on something? What do you think the Tooth Fairy looks like?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students find the words with the *th* digraph: *mouth, tooth, and the*.
- Find and discuss the words with the */ou/* phoneme: *mouth, ouch, and out*. Using magnetic letters, make other words with the same sound (*south, couch, about, pout, found*).

## Rereading for fluency

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

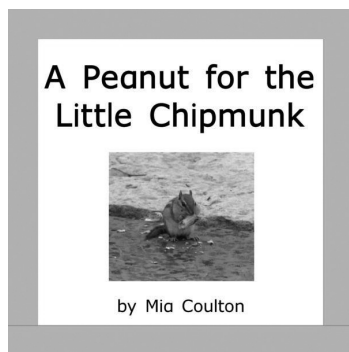
## Writing activity

- Have each student write the following sentence: "Norman found the tooth that fell out of his mouth." Then have them draw a picture that corresponds to what they have written.

### FUN FACT

**The Tooth Fairy is younger than both Santa Claus and the Easter Bunny.**

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the *th* digraph; Practicing the */ou/* phoneme; Rereading.



# A Peanut for the Little Chipmunk

Level E / 97 words / fiction

High frequency words:

*have, put, she, sit, will*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the little chipmunk eating? Who do you think gave the chipmunk the food?"

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who wants to help feed the little chipmunk? What kind of food does Grandma Ruth feed the little chipmunk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important to be quiet when trying to feed chipmunks? What other foods do you think chipmunks like to eat?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *still* and *step*. Using magnetic letters, make other words with the same beginning sound (*sting, star, stool, stop, steam*).
- Find and discuss the rhyming words: *still-will, it-sit, and be-we-she*.

## Rereading for fluency

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

## Writing activity

- Have each student draw a picture of their favorite part of this story and write a sentence describing what is happening in their drawing.

### FUN FACT

A male chipmunk is called a *buck*;  
a female chipmunk is called a *doe*;  
a baby chipmunk is called a *kit, kitten, or pup*;  
and a group of chipmunks is called a *scurry*.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the *st* blend; Practicing rhyming words; Rereading.

## Puppy Danny



by Mia Coulton

# Puppy Danny

Level E / 136 words / fiction

High frequency words:

*could, him, put, so, when, would, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What do you think will happen in this story?"

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

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

#### FUN FACT

What does it mean to *take a walk down memory lane*?  
It means to spend some time talking, writing, or thinking about something that happened in the past.

- **Literal comprehension:** The answers are in the text. Ask, "Why did Dad tell Danny a story? When Danny was little, what did Dad do with him?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you do when you can't sleep? How do you think Danny felt after he heard Dad's story? Where would you put a little puppy?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *told-hold, by-my, and go-so*.
- Point out the apostrophe in the word *couldn't*. Explain that *couldn't* is a contraction that means *could not*.

### Rereading for fluency

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

### Writing activity

- Have each student write and complete the following sentence: "*You were so little I could put you \_\_\_\_\_ and I would \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Noticing contractions; Practicing rhyming words; Practicing compound words; Rereading.

## Snow Danny



by Mia Coulton

# Snow Danny

Level E / 57 words / fiction

High frequency words:

*an, at, it, look, play, into*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Danny? What season of the year is it? What do you think Danny will do in the snow?"

### Look through all the pictures

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

### Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### After reading

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

#### FUN FACT

Pink snow, also known as watermelon snow, is snow with reddish algae growing on it. People claim it actually smells like watermelons. It is found in the Rockies, the Himalayas, the Arctic, and Antarctica.

- **Literal comprehension:** The answers are in the text. Ask, "What does Danny like to do in the snow? Who made an igloo for Danny and Bee?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite thing to do in the snow? What do you think is Danny's favorite thing to do in the snow? Why do you think Danny and Bee put a coat on at the end of the story?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ow/ phoneme: *snow* and *shadow*. Using magnetic letters, make other words with same pattern (*mow, below, crow*).
- On separate cards, write each activity Danny likes to do in the snow: *dive, look, walk, and play igloo*. Have the students put the cards in sequential order to match the text.

### Rereading for fluency

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

### Writing activity

- Have each student write and complete the following sentence: "Danny likes to \_\_\_\_\_ in the snow." Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Sequencing; Practicing the /ow/ phoneme; Rereading.