

## Danny and Bee's Safety Rules



by Mia Coulton

# Danny and Bee's Safety Rules

Level F / 106 words / fiction

High frequency words:

*be, how, our, ride, stop, take, when*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing in the cover photo? How are they being safe?"

### 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: *rollerblading, buckle, helmet, and wear*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

#### FUN FACT

There are four basic safety rules for bike riding:  
wear a helmet, ride on the right side of the road  
with traffic, use appropriate hand signals,  
and obey traffic signals.

### 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 Bee like to play together? How do Danny and Bee play safely?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some ways that you can be safe when playing with your friends?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *cross* with the *oss* ending. Using magnetic letters, make other words with the same sound and pattern (*boss, toss, across*).
- On separate cards, write each activity Danny and Bee like to do while being safe: *crossing the street, riding bikes, swimming, hiking, rollerblading, and riding in the car*. 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, intonation, and word stress.

### Writing activity

- Have each student write the following sentence: "Danny and Bee know how to be safe." 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 *oss* ending; Rereading; Sequencing.

## Danny and the Little Worm



by Mia Coulton

# Danny and the Little Worm

Level F / 174 words / fiction

High frequency words:

*have, his, now, saw, stop, then, was, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What do you think will happen to the little worm?"

### 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: *paw, began, and something*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, 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, "Where does the little worm like to play? How does Danny protect the little worm?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Dad put the little worm into Danny's garden?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *pl* blend: *place, play, and played*. Using magnetic letters, make other words with the same beginning sound and pattern (*plant, plow, please, pluck*).
- Find and discuss the rhyming pairs: *day-play* and *saw-paw*.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, helped, moved, picked, played, stopped, and wanted*. This ending means that the action has already happened. The action 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, intonation, and word stress.

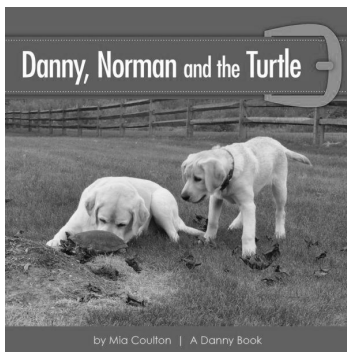
### Writing activity

- Have each student write and complete the following sentence: "*The little worm played on Danny's \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

#### FUN FACT

**Baby worms are not born.**  
**They hatch from cocoons smaller than a grain of rice.**

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *pl* blend; Practicing the *-ed* suffix; Practicing rhyming words; Rereading.



# Danny, Norman and the Turtle

Level F / 65 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 are Danny and Norman looking at in the cover photo? 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: *yelped* and *turtle*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, 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 Norman see in the yard? What does Danny tell Norman about the turtle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Norman was afraid of the turtle? What do you know about turtles?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *slow* with the *sl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*slip, slide, slug*).
- 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*.
- Help the students locate the words with the *-ing* suffix: *coming, moving, and resting*.

## Rereading for fluency

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

## Writing activity

- Have each student write the following sentences: "*Let's go see what it is. It's a slow moving turtle.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Painted turtles grow to be four to ten inches long and the color of their shells can be dark olive green to black. They get their name from the red, orange, and yellow stripes on their necks, heads, and tails.

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

## Danny Paints a Picture



by Mia Coulton

# Danny Paints a Picture

Level F / 117 words / fiction

High frequency words:

*be, came, then, too, was*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny getting ready to do? What types of pictures do you like to paint?"

### 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: *picture, painting, began, and mouth*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

#### FUN FACT

Animals can be artists!

Animal-made works of art have been created by apes, elephants, beluga whales, dolphins, donkeys, birds, rhinoceroses, dogs, and rabbits.

### 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 supplies did Danny gather with which to paint? In what order did Danny add the colors to his painting?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt after he completed his painting? How do you feel when you create something and nobody knows what it is?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *br* blend: *brush* and *brown*. Using magnetic letters, make other words with the same beginning sound and pattern (*brave, broom, brick, bread*).
- Point out the apostrophe in the words *Dad's* and *Danny's*. Explain that the 's means possession.

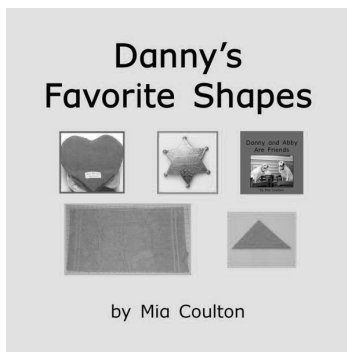
### Rereading for fluency

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

### Writing activity

- Have each student write and complete the following sentences: "*Danny looked at his painting. He felt \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Sequencing; Introducing possessive words with the 's ending; Practicing words with the *br* blend; Rereading.



# Danny's Favorite Shapes

Level F / 95 words / fiction

High frequency words:

*eat, of, one*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What shapes can you see on the cover? What color is each of the shapes?"

## 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: *square, triangle, rectangle, badge, favorite, and towel*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

### FUN FACT

Many animals can detect differences in shapes, but dogs are particularly good at it. In tests, dogs have been trained to respond to complex shapes, including the written words *sit, down, and come*.

## 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 shape and color is Danny's towel? What shape and color is Danny's cheese? What shape and color is Danny's badge?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite shape? Can you name three things that are that shape?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is*.
- Find and discuss the words with the /ee/ phoneme: *cheese, Bee, and green*. Using magnetic letters, make other words with the same pattern (*greet, beep, seed*).

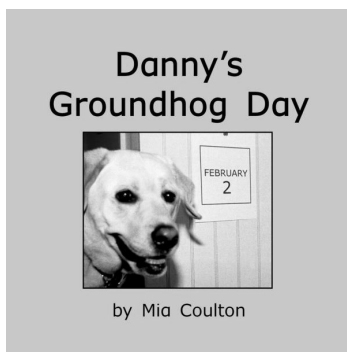
## Rereading for fluency

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

## Writing activity

- Have each student write and complete the following sentence: "A \_\_\_\_\_ is one of my favorite shapes." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ee/ phoneme; Rereading.



# Danny's Groundhog Day

Level F / 126 words / fiction

High frequency words:

*be, its, of, or, today*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What holiday is Danny celebrating? What do you know about Groundhog Day?"

## 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: *baseball, February, groundhog, and shadow*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

### FUN FACT

Groundhogs are "true hibernators." They hibernate from late fall to late winter or early spring. During this time, their body temperatures drop and their heart rates slow from 80 beats per minute to just five.

## 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 Danny look for the groundhog? Does the groundhog see its shadow?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Would you rather have six more weeks of winter or an early spring? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *groundhog's*. Explain that the 's means possession.
- Find and discuss the rhyming pairs: *or-more, sit-it, and be-see*.
- Find and discuss the question marks throughout the text.

## Rereading for fluency

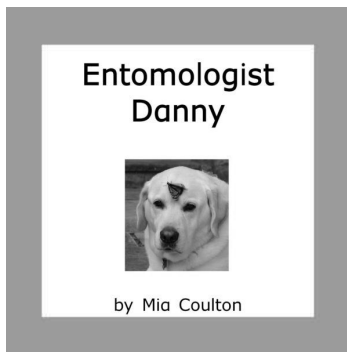
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Have each student write and answer the following question: "*Will the groundhog see its shadow?*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (question marks); Practicing rhyming words; Introducing possessive words with the 's ending; Rereading.





# Entomologist Danny

Level F / 77 words / fiction

High frequency words:

*an, do, eight, has, six*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on Danny's head in the picture? What is an entomologist?"

## 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: *insect, spider, entomologist, scientist, and butterfly*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, 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 legs does an insect have? Is a spider an insect?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other insects can you name? Would you like to be an entomologist? Why or why not?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the articles *a* and *an* on page 12. Point out that *a* is used in front of a noun (person, place, or thing) that begins with a consonant and *an* is used before a noun that begins with a vowel.
- Find and discuss the plural nouns: *insects, spiders, and legs*.

## Rereading for fluency

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

## Writing activity

- Have each student write and complete the following sentences: "A(n) \_\_\_\_\_ has six legs. It is an insect." Have the students use the article (either *a* or *an*) that best fits the noun they choose to complete their sentence. Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

**Insects do not breathe through their mouths the way people and dogs do. Insects breathe through small holes called spiracles in the sides of the hard outer covering of their bodies.**

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing plural nouns; Practicing the articles *a* and *an*; Noticing nouns; Rereading.

## Five Danny Dogs



by Mia Coulton

# Five Danny Dogs

Level F / 122 words / fiction

High frequency words:

*five, four, saw, ten, then, was, were, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How many dogs are on the front cover? What are they doing on the quilt?"

### 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: *buzzing* 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, 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 each dog chase when he left the quilt? How many dogs were left on the quilt?" 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 was the last dog on the quilt? How would you feel if you were being chased by one of the dogs?"

### 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: *riding, sitting, and buzzing*.
- Find and discuss the rhyming pairs: *then-ten, he-bee-three, and one-fun*.
- On separate cards, write what each dog chases when he leaves the quilt: *rabbit, bird, boy on bike, and bee*. 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, intonation, and word stress.

### Writing activity

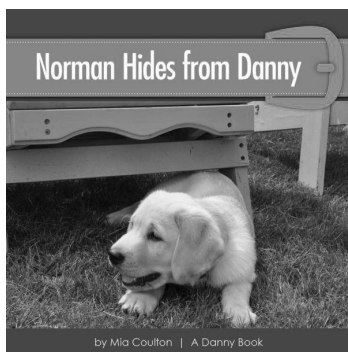
- Have each student write and complete the following sentences: "One dog saw a \_\_\_\_\_. Off he went to chase the \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

#### FUN FACT

According to canine researcher Stanley Coren, some dogs can count to five, perform simple math calculations, understand up to 250 words and gestures, and trick people or other dogs in order to get treats.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *-ing* suffix; Practicing rhyming words; Sequencing; Rereading.





# Norman Hides from Danny

Level F / 113 words / fiction

High frequency words:

*came, from, him, out, ran, want, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why is Norman under the chair? 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: *together, behind, and outside*. 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 and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, 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 game do Norman and Danny play together? Where did Norman hide from Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does Norman like to stay near Danny when they play? How do you think Norman felt when Danny did not come to find him? Have you ever felt alone or forgotten?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the prepositions: *behind, inside, outside, and under*. Explain that prepositional phrases can tell us where something is.
- Find and discuss the rhyming words: *hid-did, away-stay-play, and tree-he-me-we*.

## Rereading for fluency

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

## Writing activity

- Have each student write the following sentences: "*I did not want to hide from Danny. I wanted to find Danny.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

**Playing hide-and-seek with your dog can be fun!**  
Tell your dog to sit/stay out of sight and hide a favorite toy. Release your dog from the sit/stay, and ask her to "Find it!" When your dog locates the hidden object, praise happily and excitedly. Then, start all over again, making the hiding spot more difficult each time.

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