

## Spy Danny



by Mia Coulton

# Spy Danny

Level 1 / 230 words / fiction

High frequency words:

*always, around, ate, first, know, long, pretty*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in the story? Have you ever pretended to be a spy?"

### 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: *eyebrows, clippers, footprint, magnifying, mustache, and outside*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyebrows, footprints, and outside* are compound words.

### 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 figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

### After reading

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Where does this story take place? What do you know about the characters in the story? What was the problem? How did the characters solve the problem?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would you have done if you were one of the characters in this story? Why?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *know* and *no* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the plural nouns: *bushes, glasses, clippers, spies, and shoes*.

### 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

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

#### FUN FACT

There have been animal spies throughout history. Homing pigeons dispatched messages between groups, while ravens and cats retrieved documents and served as living listening devices.

**Teaching Points:** Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Noticing homophones; Practicing plural nouns; Rereading; Introducing the story map graphic organizer.



# Winter in the Woods

Level J / 223 words / informational

High frequency words:

*brown, every, fly, old, walk, warm*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What do you know about winter? What do you think winter will be like in the woods?"

## 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: *amazing, deciduous, insulating, nocturnal, and unique*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *underneath, outside, and evergreen* are compound words.

## 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 figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

### FUN FACT

The lowest temperature ever recorded was at Vostok Station in Antarctica. On July 21, 1983, it was -98.2 degrees Celsius (-128.6 Fahrenheit) there!

## 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 and Bee see in the woods? Were there any text features that helped you better understand what you were reading?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does winter look like where you live? What is the most interesting thing you learned about winter in the woods? Why?"

## 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/ vowel pattern: *deep, green, and tree*.
- Find and discuss the words with the /ea/ vowel pattern: *leaves, mean, and year*.

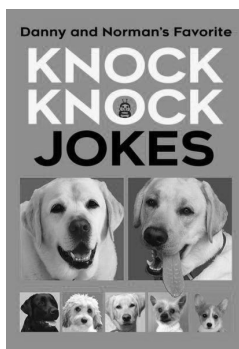
## Rereading for fluency

- 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 create a web diagram graphic organizer for winter in the woods. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing the /ee/ sound; Practicing the /ea/ sound; Rereading; Introducing the web diagram graphic organizer.



# Danny and Norman's Favorite Knock Knock Jokes

## Reader's Theater Lesson Plan

High frequency words:

*be, don't, going, only, say, tell*

### Why Reader's Theater?

- Reader's Theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. Students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills.
- Rhyming tales, joke books, nursery rhymes, and fairy tales are ideal texts for the introduction to Reader's Theater.
- Reading aloud from a script is a fun and motivating approach to instruction in fluency and expression, while allowing students to make predictions and observations about characters, setting, and plot.

### Choosing a text/script

- Choose a prepared script, or have kids choose a book from which to develop a Reader's Theater script.
- Choose a story that can be divided into parts or characters. Make sure the number of parts from the script adds up to the total number of students in the class.

### Before reading

- Look at the cover, read the title, and discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Tell students they will be working in groups to turn the book into a play or Reader's Theater.

### Reading the text

- Teacher models the text. Students follow along and discuss quality of the teacher's reading.

- Possible discussion questions: "Who are the characters and what are they like? Why do you like to tell jokes? What makes a joke funny? Were there any jokes you didn't understand?"
- Help the children find any tricky words in the text: *Candace, thumping, knock, and scold*. Discuss meaning, word structure, and sounds you expect to hear in those words. Find and discuss the high frequency words in the text.

### Group Practice

- Break the children into small groups and assign reading parts to each child. While students are practicing, provide appropriate encouragement and coaching.
- Each group should read through the script about four times before the final performance. Provide copies of the script for each student to rehearse at home.

### Writing activity

- Ask the students to create programs or invitations for their audience. Make sure to include the titles of each act, the names of the characters and performers, and any drawings or graphics that pertain to the story.
- Deliver the invitations before the show, or hand out the programs at the performance.

### Performance

- Students perform for an audience of classmates, parents, and/or other visitors.
- After the performance, discuss what the students liked most about the script and what could have been done to make the script even better.

**Teaching Points:** Introducing Reader's Theater; Introducing knock knock jokes; Introducing new words; Practicing public speaking and performing; Practicing working in small groups; Rereading; Retelling.