

Baby Elephant Runs Away

Level D / 58 words / fiction

High frequency words:

are, at, come, down, is, look, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where will Baby Elephant go if he runs away? What could happen if he leaves Mother Elephant?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the following words by predicting what sounds they hear and what letters they expect to see: *river, mouse, and safe*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.

After reading

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

FUN FACT

Baby elephants stay close to their mothers for the first months of their lives. They recognize their mothers by touch, sound and smell because they don't see very well when they are young.

- **Literal comprehension:** The answers are in the text. Ask, "Where are the elephants going? What did Mother Elephant say when she could not find Baby Elephant? What did Baby Elephant see in the grass?" Have the children find support for their answers within the text.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Baby Elephant run away? How did he feel when he saw a mouse? Why did he run back to Mother Elephant?"

Word work

- Have students locate high-frequency words in the text and practice writing them.
- Help the students locate the multisyllabic words: *elephant, running, going, into, and river*. Clap and count the syllables.
- Find the word *mouse*. Explain that the *ou* in *mouse* is the same as the *ou* in *house* and sounds like /ow/.
- Have the children find the quotation marks in the story. Explain how and why these marks are used.

Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Write the words *Baby Elephant* and *Mother Elephant* on the board. Have each student write a sentence about Baby Elephant or Mother Elephant.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ow/ sound; Noticing quotation marks.



Bats in Danny's House

Level D / 59 words / fiction

High frequency words:

here, help, that, was, what

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is flying above Danny in the cover photograph? Have you ever seen a bat? What do you know about bats? Are they animals that we welcome into our homes?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *help, here, and was*.
- Have the children find the words that may be new to them: *yells* and *cries*. Help students determine what it means when Danny *yells* and *cries* in the story.

Reading the text

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

FUN FACT

Bats are natural bug zappers and play an important role in keeping nature's balance. A single brown bat can eat up to 1,000 mosquitoes in one hour.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What sound does the bat make? How does Bee get the bat to leave the house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny feel about the bat in the house? How can you tell?"

Word work

- The words *that* and *bat* have the same at ending. Have the students list other words that end the same way (*cat, rat, sat, mat*).
- Have the students locate the *-ing* words *resting* and *flying*. Count and clap the syllables.
- Help the students locate the word *swish*. This word describes a sound. Have them create other words that end in *ish* (*fish, wish, dish*).

Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Have each student write the following sentences: "What is that? It's a bat!" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Introducing the *-ing* ending; Practicing the ending sounds *at* and *ish*; Noticing punctuation (question marks and exclamation marks); Finding and clapping two-syllable words.

A Birthday for Danny's Bee



by Mia Coulton

A Birthday for Danny's Bee

Level D / 78 words / fiction

High frequency words:

have, just, little, now, said, this, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Looking at the cover, how can you tell it's Bee's birthday? What does Bee have on the plate?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *have, just, and little*.
- Have the children find the words that may be new to them: *birthday, inside, and cake*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the things that Danny gives Bee in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Which item do you think Bee likes best? What would you give Bee for his birthday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the two-syllable words *today* and *birthday*. The word *birthday* is a compound word. Ask students to find the two words that make the word *birthday*.
- Have the students find the words: *made, cake, and named*. Point out the *long a* sound in each word.

Rereading for fluency

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

Writing activity

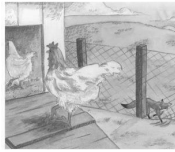
- Have each student write each birthday item from the story on a separate card: *hat, cake, card, and box*. Have them draw a picture on the card that matches each word, and then have the students put the cards in sequential order to match the text.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

The most popular birthday month is August. Nearly 9% of all birthdays worldwide occur in August.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the *long a* sound; Introducing compound words; Sequencing.

The Chickens and the Fox



by Mia Coulton
illustrated by D.B. Campbell

The Chickens and the Fox

Level D / 50 words / fiction

High frequency words:

a, and, are, come, for, here, in, see, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a chicken? What are chickens like? What do they eat? What do foxes look like? What do you think foxes eat?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find and clap the two-syllable words: *chickens, going, looking, and away*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Where are the chickens at the beginning of the story? Where do they go on page 4? Who follows them? What do the chickens do?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do the chickens chase the fox away? What do you think the fox would do if the chickens had let him stay?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the word *yard* by predicting the beginning and ending sounds. Point out the /ar/ sound in the middle of the word. Discuss other words that have the /ar/ sound (*far, car, bar*).
- Point out the contracted word *don't* on page 12. Briefly explain contractions. Ask the students what two words the contraction *don't* represents.

Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Write the word *yard* on the board. Have each student write a sentence that includes the word *yard*. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

Foxes have a lot in common with cats. They both have vertical shaped pupils, sensitive whiskers, and spines on their tongues. They also move and hunt on their toes while stalking and pouncing on their prey.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the /ar/ sound; Introducing contractions.

Cookies for Danny



by Mia Coulton

Cookies for Danny

Level D / 58 words / fiction

High frequency words:

are, here, his, no, some, too, yes, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What does it look like Grandma Ruth is doing?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words *yes* and *no*.
- Ask the children to find the words with the /uu/ sound: *looking*, *book*, and *cookies*. Have them say the words *look*, *book*, and *cook* to hear the /uu/ sound.

Reading the text

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

FUN FACT

Smiling is contagious. So are our other facial expressions. It is believed that we mimic the facial expressions of the people around us because it helps us understand their feelings and state of mind.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why is Danny sad at the beginning of the book? How does he feel at the end of the book? How do you know?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Grandma Ruth feels when she sees that Danny is sad? Which cookie do you like the best? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the feeling words in the text: *happy*, *sad*, and *mad*.

Rereading for fluency

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

Writing activity

- Write the following sentence on the board: "Danny likes to eat his _____ cookie." Have each student copy and complete the sentence. Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Introducing words about emotions; Practicing the /uu/ phoneme.

Dandelion Danny



by Mia Coulton

Dandelion Danny

Level D / 76 words / fiction

High frequency words:

have, one, put, them, two, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Danny's basket? What do you think he will do with all of those dandelion flowers?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the students find the word *crown* by predicting how the word begins. Ask them to name other words that start with the *cr* sound (*crow, crayon, crab*).

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How many dandelions does Danny have in the beginning of the story? Where does he put all the dandelions?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why does Danny pick the flowers? How many flowers do you think you would need to make your own flower crown?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words in the text: *dandelion* and *basket*.

Rereading for fluency

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

Writing activity

- Have each student write and complete the sentence: "*Danny likes to put dandelions in his _____.*" Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

The dandelion is a very useful herb. Every part of the dandelion plant may be used as either a food or as a natural medicine.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *cr* sound; Rereading.

Danny and Bee Play Together



by Mia Coulton

Danny and Bee Play Together

Level D / 84 words / fiction

High frequency words:

are, have, on, play, where, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do Danny and Bee like to do together? How do you think Danny feels about Bee?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *gentle, mouth, and sometimes*.

Reading the text

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

After reading

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

FUN FACT

The most common way a mother dog carries her young is by the scruff of the neck. The scruff is the loose skin behind a puppy's head. A mother dog knows how to carry puppies so she doesn't cause them pain or fear.

- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the ways that Danny carries Bee in the story? Where does Bee hide when they play hide and seek?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny treat Bee when they play together? If Bee could talk, what might Bee say about Danny?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words in the text: *gentle, outside, playing, and sometimes*.
- Point out the question mark on page 10. Briefly explain question marks.

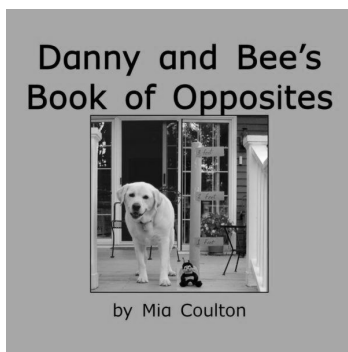
Rereading for fluency

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

Writing Activity

- Write the sentence on the board: "Danny and Bee like to play together." Have each student copy the sentence and then draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

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



Danny and Bee's Book of Opposites

Level D / 41 words / fiction

High frequency words:

big, down, little, open, out, want

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are opposites? Can you think of some examples? What do you think Danny and Bee are going to do in this book?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Ask the children to find the pairs of opposite words in the text: *big-little, closed-open, down-up, and out-in*. Opposites are also called *antonyms*.

Reading the text

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

After reading

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

FUN FACT

A **contronym** is a word with a homonym (another word with the same spelling, but different meaning) that is also an **antonym** (a word with the opposite meaning). Some examples are *dust, buckle* and *cleave*.

- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the times Bee and Danny do opposite things in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other opposites between Bee and Danny? What are some examples of opposites between you and Danny?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students list the pairs of opposites previously located in the text: *big-little, closed-open, down-up, and out-in*.
- Point out the exclamation mark on page 16. Briefly explain exclamation marks.

Rereading for fluency

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

Writing activity

- Have each student choose one of the opposite pairings from the story. Have them write a sentence about that pairing and then draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Noticing punctuation (exclamation marks); Introducing *antonyms* (opposite pairs); Rereading.

Danny and Dad Read



by Mia Coulton

Danny and Dad Read

Level D / 61 words / fiction

High frequency words:

and, get, of, read

Before reading

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

Look through all the pictures

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

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where do Danny and Dad like to read? Where do Danny and Dad go to get new books?" Have students read the pages that support their answers.

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

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words in the text: *hammock, library, scary, and stories*.
- On separate cards, write each place Danny and Dad read in the story. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

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

FUN FACT

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

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

Danny and the Corn Maze



by Mia Coulton

Danny and the Corn Maze

Level D / 47 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *pumpkin* and *corn* by predicting the beginning and ending sounds.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What season is it in the story? What questions does Danny ask when he is in the corn maze?" Have students read the pages that support their answers.

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

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words in the text: *pumpkins*, *running*, and *into*.
- Have the children find the question marks in the story.

Rereading for fluency

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

Writing activity

- Have each student write and complete the sentence: "*In the fall, Danny likes to _____.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

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

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

Danny and the Little Bunny



by Mia Coulton

Danny and the Little Bunny

Level D / 78 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *little, out, and play*.
- Have the children find the words that may be new to them: *bunny, hiding, and grass*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where does the bunny hide first? What does the bunny run down into? Why does Danny want the bunny to come out of the hole?" Have students read the pages that support their answers.

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

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words with double letters: *little, bunny, and Danny*.
- Point out the quotation marks on pages 4, 8, 10, and 12. Briefly explain quotation marks.

Rereading for fluency

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

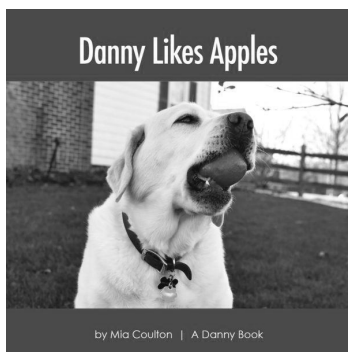
Writing activity

- Have each student write the following sentence: "Danny wants to play with the little bunny." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

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

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



Danny Likes Apples

Level D / 59 words / fiction

High frequency words:

big, can, eat, green, red, yellow

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at the cover. What does Danny have in his mouth? What will he do with it? Do you eat apples? Do you like them? Do you think Danny will?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency color words: *red, green, and yellow*.
- Have the children find the words that may be new to them: *appleseed, tart, and sweet*. Clap and count the syllables.

Reading the text

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

FUN FACT

Johnny Appleseed traveled through Ohio and Indiana planting and selling apple trees to American settlers in the mid 1800s. The last known apple tree planted by him still stands in Nova, Ohio. It is over 176 years old.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Does Danny like apples? How does the book say that apples taste? What is inside an apple?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite type of apple? What do you know about Johnny Appleseed?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students locate the size words *big* and *small* in the story.
- Help students find the words with the ee in the middle: *sweet, seeds, tree, and Appleseed*. Discuss and list more words with the ee vowel pattern (*sweep, sleep, sheep*).

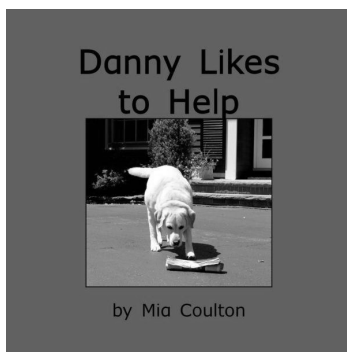
Rereading for fluency

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

Writing activity

- Have each student write a sentence about eating apples with Danny. Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Practicing words with the ee vowel pattern; Introducing color words, Introducing size words; Finding and clapping multisyllabic words; Rereading.



Danny Likes to Help

Level D / 60 words / fiction

High frequency words:

at, come, get, help, of, out

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does it look like Danny is doing on the cover? How is he helping?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words *get* and *help*.
- Have the children find the words *clean* and *dishes* by predicting the beginning and ending sounds.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How is Danny helping Dad in each picture?" Have the students read the pages that support each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you help at home? If you have a pet, which chore do you wish your pet would help with? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words: *newspaper*, *dishes*, and *hammock*.
- On separate cards, write each way Danny helps in the story. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

- Have each student each write and complete the following sentence: "*Danny likes to help Dad with the _____.*" Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

A recent study published in *Scientific Reports* shows evidence that dogs are among a very small number of animals that will perform unselfish acts of kindness for others without the promise of a reward.

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

Danny's Birthday Wishes



by Mia Coulton

Danny's Birthday Wishes

Level D / 46 words / fiction

High frequency words:

and, big, for, make, run

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing on his head? What do you think he is celebrating? What do you think Danny wants for his birthday?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words *make* and *run*.
- Have the children find the words that may be new to them: *belly*, *chase*, and *wishes*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Danny want for his birthday?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny would feel if he didn't get what he wished for as a gift? How would you feel? Has that ever happened to you?"

Word work

- Have students locate the high frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words with double letters: *belly* and *happy*.
- On separate cards, write each wish Danny has for his birthday. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

- Have each student each write the following sentence: "Danny wants a _____ for his birthday." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

In the U.S., more people are born on October 5 than on any other day. In the U.S., the least common birth date is May 22nd (excluding leap years).

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Introducing double consonants; Sequencing; Rereading.

Danny's Castle



by Mia Coulton

Danny's Castle

Level D / 61 words / fiction

High frequency words:

at, have, into, it, look, out, play, she, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is in the castle? What do you think he is doing? Do you ever play pretend games? What do you like to pretend?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words *look* and *play*.
- Have the children find the words that may be new to them: *castle*, *princess*, and *window*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where are Danny and Abby playing? Who is the little king?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other pretend games could Danny, Abby, and Bee play in the castle?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students find and clap the two-syllable words: *castle*, *window*, *playing*, *sometimes*, and *princess*.
- Have the children find the words: *Bee*, *me*, *she*, and *we*. Point out the *long e* sound in each word.

Rereading for fluency

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

Writing activity

- Have each student copy the following sentence: "Danny and Abby like to play in the castle." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

Playing dress-up is more than just a lot of fun.
Role play games help children develop better self-esteem, grow empathy, and strengthen both communication and problem-solving skills.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the *long e* sound.

Danny's Five Senses



by Mia Coulton

Danny's Five Senses

Level D / 52 words / fiction

High frequency words:

can, here, is, no

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words *here* and *no*.
- Have the children find the sensory words in the text: *hear, see, feel, smell, and taste*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What happened to Dad's cake? What did Dad say to Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he saw the cake on the floor? What do you think the cake tasted like?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the quotation marks and exclamation mark on page 10. Discuss and explain why the author used these tools.
- On separate cards, write each of the five senses Danny used with the cake. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

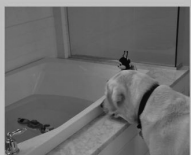
- Have each student write and complete the following sentences: "*Here is the cake. I can _____ the cake.*"
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

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

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

Danny's Game of Sink or Float



by Mia Coulton

Danny's Game of Sink or Float

Level D / 92 words / fiction

High frequency words:

and, at, look, play, said, will, with, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing in the cover picture? What is in the bathtub?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *boat, sinks, tub, and water.*
- Find and clap the two-syllable words: *Danny, water, floating, and playing.*

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What items floated when Danny put them into the tub? What items sunk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when Danny put him in the water? What would happen if Danny got into the water? What are some other items that would float if you put them into the tub? What are some other items that would sink?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the words with the *-ing* ending: *floating* and *playing*. Notice that these words are made up of the base word and the *-ing* ending.
- Point out the quotation marks throughout the text. Briefly explain quotation marks.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "The _____ floated in the water." Then have them draw a picture that corresponds to what they have written.

FUN FACT

When an object floats, it pushes water out of the way. That's called *displacement*. But guess what? Water pushes back! The more surface area an object has, the more water pushes back against it, helping it float.

Teaching Points: Introducing new words; Noticing punctuation (quotation marks); Practicing words that end with *-ing*; Rereading; Finding and clapping two-syllable words.

Danny's Hair is Everywhere



by Mia Coulton

Danny's Hair is Everywhere

Level D / 38 words / fiction

High frequency words:

has, no, of, on, this

Before reading

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

Look through all the pictures

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

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where are some of the places that we see Danny's hair in the story?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

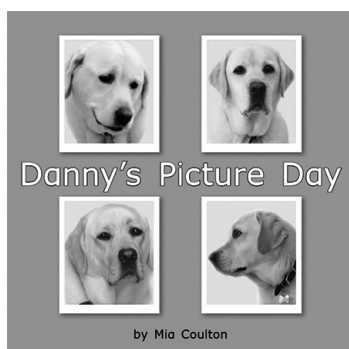
Writing activity

- Have each student write and complete the following sentence using a word that rhymes with *air*: "Danny's hair is on the _____. " Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

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

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



Danny's Picture Day

Level D / 66 words / fiction

High frequency words:

at, big, for, good, look, no, on, put, said, want, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What kinds of faces is Danny making on the cover? Why do you think he keeps getting his picture taken?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the rhyming pairs: *can-man*, *cheese-please*, and *day-say*.

Reading the text

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

After reading

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

FUN FACT

Back in the 1820s, early cameras would take several hours to actually capture a photograph. People never smiled in the old photos because they had to stay still for too long.

- **Literal comprehension:** The answers are in the text. Ask, "How many times did Danny get his picture taken?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it took so many times for Danny to get his picture right? Do you think he liked having his picture taken? Do you like having your picture taken? Why or why not?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Remind the students about the rhyming pairs found in the text. Have them list other words to include in each group.
- Point out the quotation marks throughout the text. Briefly explain quotation marks.

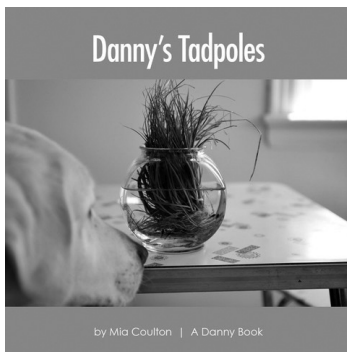
Rereading for fluency

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

Writing activity

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

Teaching Points: Introducing new words; Practicing words that rhyme; Rereading; Noticing quotation marks.



Danny's Tadpoles

Level D / 69 words / informational fiction

High frequency words:

at, are, one, put, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is looking at in the bowl? What do you know about tadpoles?"

Look through all the pictures

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

Reading the text

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

After reading

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

FUN FACT

When Darwin's frog tadpoles hatch, a male frog swallows the tadpoles. He keeps the tiny amphibians in his vocal sac to allow them to grow. After 60 days, he then proceeds to cough up tiny, fully-formed frogs.

- **Literal comprehension:** The answers are in the text. Ask, "During what season of the year did Danny find tadpoles? What do tadpoles like to eat?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever watched a tadpole change into a frog? Why do you think frogs do not keep their tails?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help students find the word *frog* with the *fr* onset. Discuss and list more words with the *fr* beginning sound (*free, fry, frown, fruit*).
- On separate cards, write each stage of the frog's life cycle: *egg; tadpole with tail; tadpole with tail and legs; tadpole with tail, legs, and arms; tadpole with legs, arms, and shorter tail; frog*. Have the students put the cards in sequential order to match the text and the Frog Life Cycle illustration.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "One day I looked at the tadpole. The tadpole grew _____." Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *fr* onset; Introducing the Frog Life Cycle; Sequencing; Rereading.

Danny's Timeline



by Mia Coulton

Danny's Timeline

Level D / 73 words / fiction

High frequency words:

at, big, little, look

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency antonyms *big* and *little*.
- Have the children find the time words: *days*, *months*, and *weeks*.

Reading the text

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

After reading

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

FUN FACT

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

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

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

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students find and clap the two-syllable words: *getting*, *little*, *sleeping*, and *very*.
- On separate cards, write Danny's age or draw a picture for each step of the timeline. Have the students put the cards in sequential order to match the text.

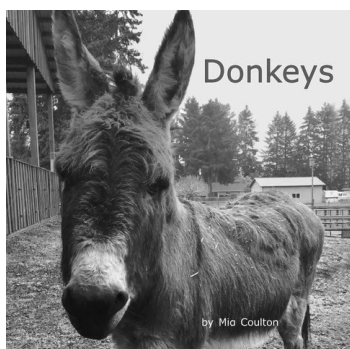
Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentences: "Look at me. I am _____. " Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Introducing antonyms; Rereading; Finding and clapping two-syllable words; Sequencing.



Donkeys

Level D / 61 words / informational text

High frequency words:

and, away, big, has, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the cover? Where have you seen donkeys? What do you know about donkeys?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *along, another, and hee-haw.*
- Help the children find the high-frequency words: *and, away, big, has, and with.*

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What do donkeys like to eat? Which is bigger, a donkey or a horse?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think donkeys need to be able to hear things from far away? Why do you think donkeys prefer to not be alone? Do you prefer to be alone or with other people? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *ear* and *hear*. Using magnetic letters, make other words with the same sound and pattern (*clear, dear, fear, gear, near, rear, smear, tear, year*).
- Ask children to find the pair of opposite words in the text: *big-small*. Opposites are also called *antonyms*.

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.

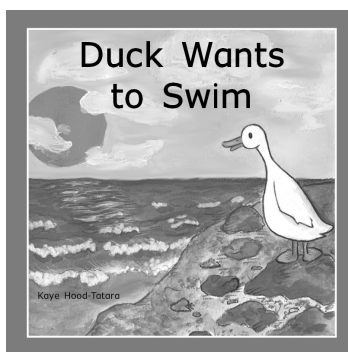
Writing activity

- Have each student write and complete the following sentences: "*Here is a donkey on the farm. Donkeys like to _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Donkeys do not like to be alone and are highly social animals. Not only do they like to be around other donkeys, they can also be friends with horses, sheep, goats, and other small barnyard critters.

Teaching Points: Introducing new words; Practicing rhyming words; Introducing antonyms; Rereading.



Duck Wants to Swim

Level D / 103 words / fiction

High frequency words:

look, right, this, want, where

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Duck? What are some things that ducks like to do? What else do you know about ducks?"

Look through all the pictures

- Using the language in the story, discuss where Duck is and what he is doing in each picture.
- Ask the children to find the water words and pictures in the story: *puddle, river, lake, pond, and pool*. Discuss the differences between each one.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Where does Duck look to find a place to swim? Where did he end his search?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why was the pool Duck's favorite place to swim? Of all the places Duck went to swim in the story, which would be your favorite? Why? Where are some other places to swim? Why do you think Duck likes to swim?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- On separate cards, write each place Duck went to swim in the story. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

- Have the students write and complete the following sentences: "Look! I see a _____. I want to swim." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

FUN FACT

A group of ducks is called a raft,
a team, or a paddling.

Teaching Points: Introducing new words; Introducing water words; Sequencing; Rereading.

Grandma Ruth Feeds Her Friends



by Mia Coulton

Grandma Ruth Feeds Her Friends

Level D / 57 words / fiction

High frequency words:

come, here, me, she, we

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Grandma Ruth is doing in the picture on the cover? Who could her other friends be?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *feeds, calls, goats, birds, and kids*.

Reading the text

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

After reading

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

FUN FACT

Goats are social animals that like to live in groups. They should not be kept alone. Goats make great companion animals for horses, cows, chickens, and other goats.

- **Literal comprehension:** The answers are in the text. Ask, "Who does Grandma Ruth give the red apple to? What does she call the baby goats? What does the author put on either side of the word "kids" to show that Grandma Ruth is talking?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Does Danny eat the same food as the birds or the baby goats? Why or why not? What do you think Grandma Ruth will feed Danny?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the names of the animals in this story.
- On separate cards, write the different animals Grandma feeds in the story: *chickens, horse, goats, ducks, birds, and Danny*. Have the students put the cards in sequential order to match the text.

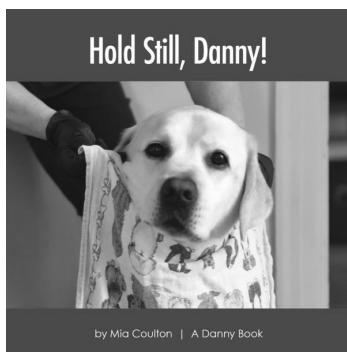
Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "Grandma Ruth feeds the _____." Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Introducing animal words; Rereading; Sequencing.



Hold Still, Danny!

Level D / 75 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words *little* and *said*.
- Have the children find the words that may be new to them: *haircut*, *hairdresser*, and *comb*. Clap and count the syllables.

Reading the text

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

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who is the first dog to get a haircut? What does the hairdresser do to the little dog before cutting his hair? What does the hairdresser say to the little dog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the little dog likes having his hair combed and cut? How can you tell?"

Word work

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

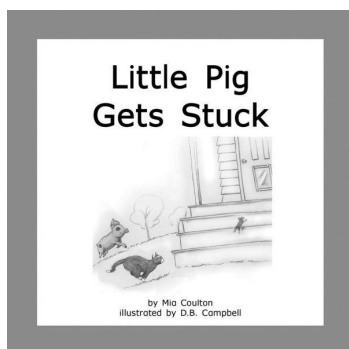
Rereading for fluency

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

Writing activity

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

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



Little Pig Gets Stuck

Level D / 62 words / fiction

High frequency words:

little, play, run

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *little, play, and run*.
- Have the children find the rhyming words *house* and *mouse*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who is chasing the mouse? Who is chasing the cat? What happens to little pig?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did the mouse run into the house? What would have happened if that cat had caught the mouse? What could have happened if little pig hadn't gotten stuck?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words: *little, resting, and running*.

Rereading for fluency

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

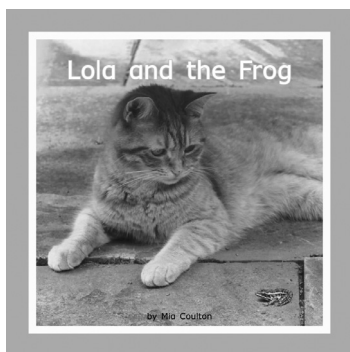
Writing activity

- Have each student write and complete the following sentences: "The cat is in the house. The pig is in the ____." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

How fast can a pig run?
Pigs are sprinters and can attain their top speed in just a few strides.
Domestic pigs average a top speed of about 11 miles per hour.

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



Lola and the Frog

Level D / 50 words / fiction

High frequency words:

are, come, do, little, out, play, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the ground in front of Lola? Have you ever seen a frog? What do you know about frogs?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *come, out, and play*.
- Have the children find the word that may be new to them: *wherever*. Discuss, then clap and count the syllables.

Reading the text

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

FUN FACT

Frogs and toads have many differences. Frogs have long, strong legs made for hopping. Toads have shorter legs and prefer to crawl or walk. Frogs have smooth, slimy, moist skin. Toads have thick, bumpy, dry skin. Frogs live on the ground or in trees. Toads only live on the ground. Most frogs have teeth, even though they do not chew their food. Toads do not have teeth.

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 Lola find on the patio in her backyard? Where does the frog go to hide from Lola? What questions does Lola ask the frog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the frog wants to play with Lola? How can you tell?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have students find the word *frog*. Have the students list other words that end with the same *og* rime (*blog, dog, fog, hog, jog*).
- Point out and discuss the quotation marks and question marks throughout the text.

Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Have each student write the following sentences: "Where are you? Come play with me." 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; Introducing rhyming words with the *og* rime; Noticing punctuation (question marks and quotation marks); Rereading.

Looking for a Pony

Level D / 47 words / fiction

High frequency words:

I, am, look, the, see

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see in the cover picture? Who do you think will be looking for a pony?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *pony*, *trot*, and *swishing*.
- Find the words ending in *-ing*: *going*, *eating*, *swishing*, *trotting*, *running*, and *dancing*.

Reading the text

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

FUN FACT

Ponies are small horses. They have shorter heads and legs than horses, and thicker necks, manes and tails. Because of their build, ponies are very strong.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where the pony swishes his tail? Can you find the page where the pony is trotting?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever heard of a dancing pony? Why do you think a pony would dance?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students use their fingers to frame the base words from each of the *-ing* words: *go*, *eat*, *swish*, *trot*, *run*, and *dance*. These are all action words (verbs).

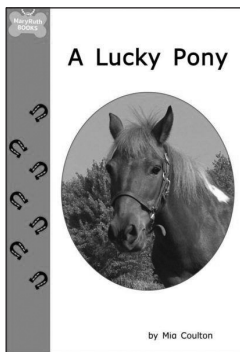
Rereading for fluency

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

Writing activity

- Have each student write the following sentence: *"The pony is dancing."* Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Rereading; Introducing the *-ing* ending; Introducing action words (verbs).



A Lucky Pony

Level D / 76 words / fiction

High frequency words:

and, get, look, no, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Lucky? How do you think he got his name? What do you think will happen to Lucky in this story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the rhyming words *day* and *hay*.
- Have the children find the words that may be new to them: *braided, brushed, cleaned, and hooves*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who takes care of Lucky? How does she take care of Lucky?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What happens to Lucky that makes him feel lucky? If you could take care of Lucky, what would you do first? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words: *goodbye, lucky, pony, sometimes, and very*.
- Help students find the words with the /oo/ in them: *goodbye, hooves, look, and too*. Discuss and list more words with the /oo/ phoneme (*food, good, book*).

Rereading for fluency

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

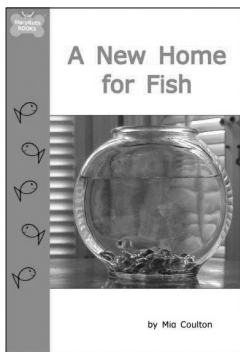
Writing activity

- Have each student write and complete the following sentence: "*Lucky Pony likes to _____*." Then have them draw a picture that corresponds to what they have written.

FUN FACT

When children are first learning to horseback ride, many people will allow them to practice on well-trained ponies. The size of the pony is closer to their own size and allows them to keep a better sense of balance and control.

Teaching Points: Introducing new words; Rereading; Introducing rhyming words; Finding and clapping two-syllable words; Noticing the /oo/ phoneme in words.



A New Home for Fish

Level D / 63 words / fiction

High frequency words:

and, at, big, for, good, it, little, look, put, some, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Fish going to go? Do you think Fish is excited about moving?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *bowl, marbles, plant, and swim*.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where is Fish's new home? How did Dad decorate Fish's new home?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Do you think Fish likes his new home? Have you ever moved? If so, what was it like? How would you decorate your new fish bowl if you were Fish?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students find and clap the two-syllable words: *little, marbles, and water*.
- On separate cards, write the different steps it took to get Fish's new home ready: *water, marbles, plants, then Fish*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

- Have each student write the following sentence: "*Fish has a new home.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Goldfish have a memory span of at least three months and can distinguish between different shapes, colors, and sounds.

Teaching Points: Introducing new words; Rereading; Finding and clapping two-syllable words; Sequencing.

Oh No, Norman!



by Mia Coulton | A Danny Book

Oh No, Norman!

Level D / 82 words / fiction

High frequency words:

away, no, that, what, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Norman doing with Bee? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *sometimes*, *eye*, *friend*, and *forgot*. Clap and count the syllables.

Reading the text

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why was Norman playing with Bee? How did Bee get hurt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he realized Bee was torn? What do you think Danny will think when he finds out?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and discuss the action words (verbs) that have the *-ed* suffix: *loved*, *cried*, *called*, *liked*, *shouted*, *worried*, and *picked*. This ending means that the action has already happened. It happened in the past.
- Find and discuss the rhyming pair *ran-can*. Using magnetic letters, create words with the same *an* rime pattern (*man*, *fan*, *pan*, *ran*, *tan*).

Rereading for fluency

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

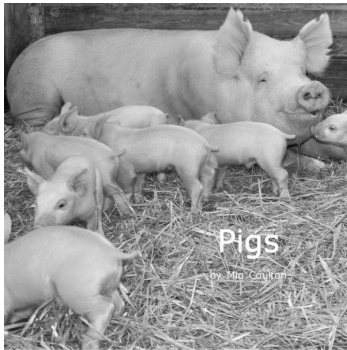
Writing activity

- Have each student write the following sentence: "*Sometimes Norman loved Bee a little too much.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Googly eyes (aka jiggly eyes) are most commonly known as small plastic craft supplies used as eyeballs. They have an outer shell with black dots that move around.

Teaching Points: Introducing new words; Practicing words with the *an* rime; Finding and clapping multisyllabic words; Introducing the *-er* suffix; Rereading.



Pigs

Level D / 77 words / informational

High frequency words:

and, are, at, big, come, look, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What do you know about pigs? Have you ever seen a pig?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *are, come, and with*.
- Have the children find the words that may be new to them: *piglets, cool, muddy, snout, and roll*.
- Find the words ending in *-ing*: *eating and sleeping*.

Reading the text

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

FUN FACT

Pigs snuggle close to one another and prefer to sleep nose to nose. They dream, much as humans do. In their natural surroundings, pigs spend hours playing, sunbathing, and exploring.

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 pigs like to do? What are baby pigs called? Why do pigs roll in the mud?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would it be like to have a pig?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words in the text: *baby, muddy, eating, sleeping, and piglets*.
- Point out that the 's in *pig's* on page 6 means possession, showing that the nose belongs to the pig.

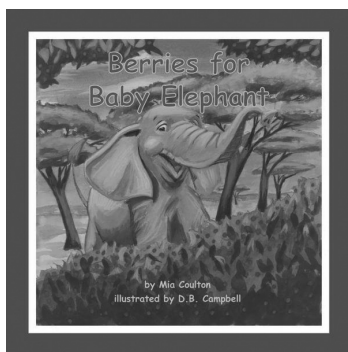
Rereading for fluency

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

Writing activity

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

Teaching Points: Introducing new words; Introducing possessive words with the 's ending; Introducing words with the -ing ending; Rereading; Finding and clapping two-syllable words.



Berries for Baby Elephant

Level E / 93 words / fiction

High frequency words:

are, come, into, one, some, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Looking at the cover, what is Baby Elephant eating? Where will he find the berries? How does Baby Elephant feel about the berries?"

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: *elephant, mother, hungry, and forest*. 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.

FUN FACT

Elephants can use their trunks to reach high leaves, but if that doesn't work they can knock the tree down! Elephants like to eat grasses, twigs, bark, shoots, leaves, vines, and fruit.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where did Baby Elephant and Mother Elephant go to find the berries? What berries did Baby Elephant eat? What berries did Mother Elephant eat?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How did Baby Elephant feel when the berries were all gone? What do you do when you are hungry?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *come-some*.
- Ask the children to find the pairs of opposite words in the text: *high-low* and *down-up*. Opposites are also called *antonyms*.

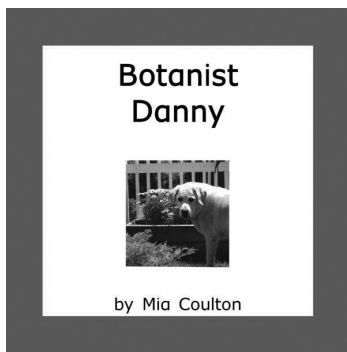
Rereading for fluency

- 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 copy and complete the following sentences: "Look at all the berries. The berries are _____. " Then have the students draw a picture that corresponds to what they have written.

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



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.

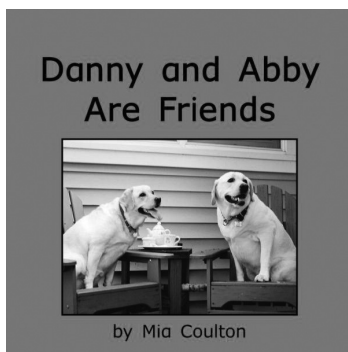
Writing activity

- 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).

- **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



written by Mia Coulton

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.

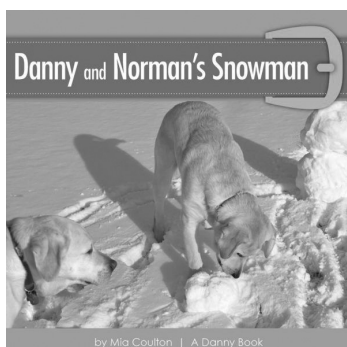
Writing activity

- 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

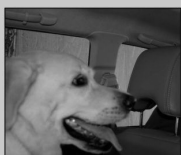
- On separate cards, write the four items Danny and Norman use to decorate the snowman. Have the students put the cards in sequential order to match the text. Then have them copy and complete the following sentence with one of the cards: "*Here is a _____ for the snowman.*" Have them draw a picture that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

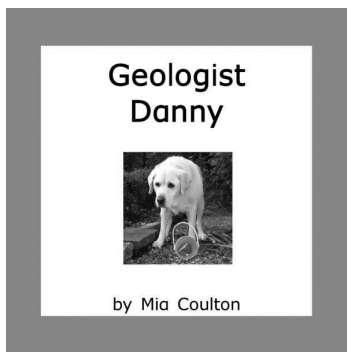
Writing activity

- 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.

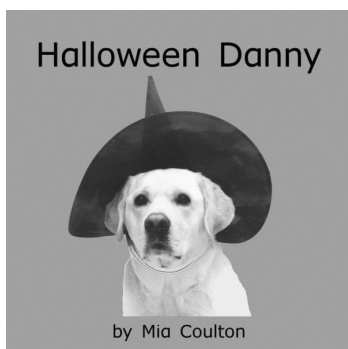
Writing activity

- 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.

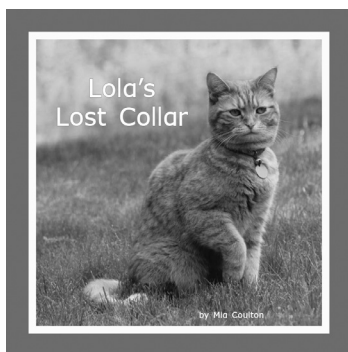
Writing activity

- 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.



Lola's Lost Collar

Level E / 89 words / fiction

High frequency words:

goes, her, into, was, when, your

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at the front cover and find Lola's collar. Describe her collar? Why do you think Lola wears a collar?"

Look through all the pictures

- Using the language in the story, discuss each illustration 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: *collar, gone, heard, and wrong*. 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 Lola have on her collar? Where did Lola look for her collar? How did Lola get her collar back?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does Lola have a bell on her collar? How do you think Lola lost her collar? How do you think she felt when she got her collar back?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *grass* with the *gr* onset. Using magnetic letters, make other words with the same beginning sound (*grab, grip, groom, group*).
- Find and discuss the compound words: *outside, someone, and something*.
- Point out and discuss the quotation marks and 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.

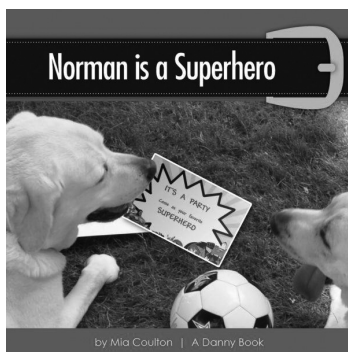
Writing activity

- Have each student write the following sentence: "Where is my collar with a bell?" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Cats love to climb and explore. Breakaway collars have a safety buckle that unsnaps when pulled with force. If your cat's collar gets stuck on a fence or tree branch, the quick-release collar will unlatch, allowing your cat to safely get away.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *gr* onset; Noticing compound words; Noticing punctuation (quotation marks and question marks); 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.

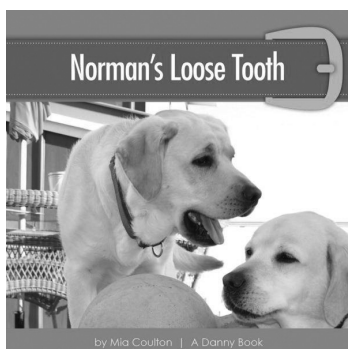
Writing activity

- 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)

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



by Mia Coulton

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.

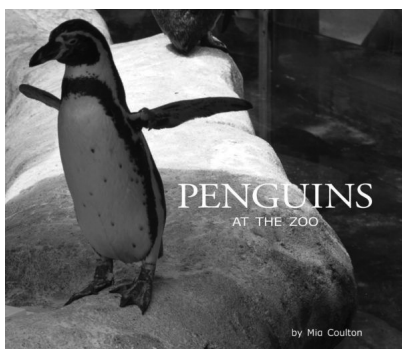
Writing activity

- 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.



Penguins at the Zoo

Level E / 84 words / informational

High frequency words:

are, but, do, good, have, help, when

Before reading

- Look at the cover and read the title.
- Call attention to informational text features within the book (bolded words, glossary).
- Possible discussion questions: "What do you know about penguins? Have you ever seen a penguin? If so, where?"

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: *penguin*, *waddle*, and *webbed*. 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.

FUN FACT

The Emperor Penguin is the tallest of all penguin species, reaching almost four feet in height.
Little Blue Penguins are the smallest type of penguin, averaging around one foot in height.

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 do penguins have long beaks? Why are penguins good swimmers? Penguins are birds, but can they fly?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a penguin has feathers that are black and white? Do you think a penguin would be a good runner? 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 words with the /ee/ phoneme: *steer*, *teeth*, and *feet*. Using magnetic letters, make other words with same pattern (*meet*, *beep*, *need*).
- Notice and discuss the plural nouns: *birds*, *wings*, and *penguins*.

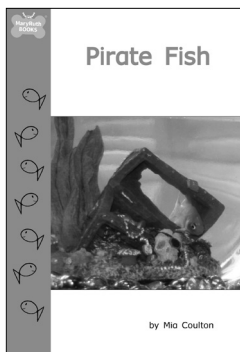
Rereading for fluency

- 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 sentences: "*Penguins have _____ to help them _____.*" Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Finding and clapping two-syllable words; Practicing the /ee/ phoneme; Noticing plural nouns; Rereading.



Pirate Fish

Level E / 62 words / fiction

High frequency words:

and, for, of, on, went

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see in the cover picture? What has Fish discovered in the tank?"

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: *pirate, treasure, looking, and table*. 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 noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What was the new decoration for Fish's bowl? What was Fish looking for inside the treasure chest?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would Fish buy with all of the gold? If you found a treasure chest filled with gold, what would you do with it?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word that begins with the sw blend: *swam*. Using magnetic letters, make other words with the same beginning sound (*swim, swat, sway, swing*).
- Help the students find the words with the ch digraph: *chest*. Think of some other *ch* words (*chip, lunch, much, chart*).

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.

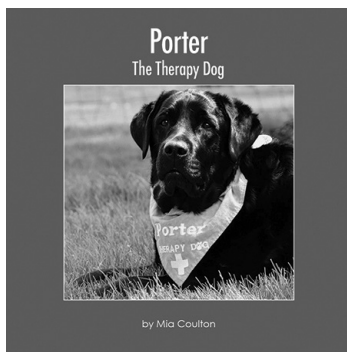
Writing activity

- Have each student write and complete the following sentence: "Fish was looking for _____." Then have them draw a picture that corresponds to what they have written.

FUN FACT

Pirates were very superstitious. They believed that whistling on a ship would turn the weather stormy. The phrase 'to whistle up a storm' owes its origin to this.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the sw blend; Practicing the ch digraph; Rereading.



Porter The Therapy Dog

Level E / 108 words / fiction

High frequency words:

are, at, come, good, him, his, on, one

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a therapy dog? How does a dog become a therapy dog? How do you recognize a therapy dog?"

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: *blanket, Porter, quiet, scarf, and therapy*. 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

Animals are good for our minds and bodies. The simple act of petting a dog can lower the risk of stroke, seizure, and heart attack. Therapy pets can help soothe patients and lower their stress and anxiety. Animals are also really good at helping people feel less alone.

- **Literal comprehension:** The answers are in the text. Ask, "What is Porter's job? What are some things that Porter does when he is at work?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a therapy dog? Why do you think Porter's job is important and helpful? Do you think that Porter likes his job? 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 words with the /er/ phoneme: *girl* and *first*. Using magnetic letters, make other words with the same sound (*bird, dirt, stir*).
- 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

- Have each student write and complete the following sentences: "*Porter is a therapy dog. He likes to _____.*" Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Introducing the *to, too* and *two* homophones.

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.