



# Donkey Goes Home

Level C / 29 words / fiction

High frequency words:

*goes, is, the, up*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Donkey? 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: *goes, is, the, and up*.
- Help children find the prepositional phrases throughout the book: *under the tree, down the hill, beside the stream, over the bridge, and into the barn*.

## 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 did Donkey take her nap? Who was waiting for Donkey when she got home?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Donkey need to go home? What would have happened if Donkey was late getting home? How do you think Donkey felt once she arrived at home?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and clap the two-syllable words in the story: *donkey, under, beside, over, and into*.
- Explain that prepositional phrases can tell us *where* or *how* something happens. Discuss the path Donkey took to get home and list the prepositional phrases used 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 students complete the following sentence with a prepositional phrase from the story: "*Donkey went \_\_\_\_\_.*" 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

**Most donkeys will seek out shelter if it starts to rain because their fur is not waterproof.**

**Teaching Points:** Introducing new words; Introducing prepositional phrases; Finding and clapping two-syllable words; Rereading.