

Danny Follows the Signs



by Mia Coulton | 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.

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*.

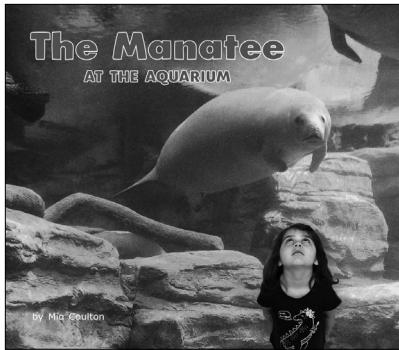
Rereading for fluency

- 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.



The Manatee at the Aquarium

Level F / 68 words / informational

High frequency words:

because, has, its

Before reading

- Look at the cover and read the title.
- Possible discussion questions: “What is happening in the cover picture? What is the little girl doing? Have you ever seen a manatee? What do you know about manatees?”

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: *aquarium, lettuce, snout, and whiskers*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they’re reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Manatees have a shorter neck than other mammals. They only have six neck vertebrae, while most other mammals have seven. They can nod up and down, but cannot move their heads side to side. To see behind them they must turn their entire body around!

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 a manatee like to eat? What do manatees have at the end of their flippers? What do manatees have on their snouts?” Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, “What do you think it would be like if you had to live your life under the water like a manatee? How would you eat? Where would you sleep? Do you think you would enjoy it? 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 word *flat* with the *fl* onset. Using magnetic letters, make other words with the same sound and pattern (*flake, flap, flea, flop, flow, fly*).

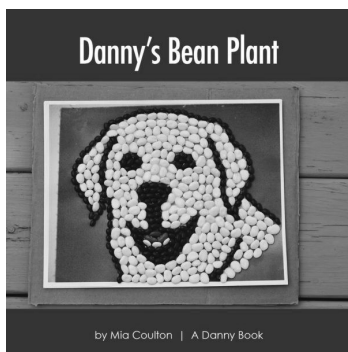
Rereading for fluency

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

Writing activity

- Have each student write the following sentences: “I like the manatee because it _____.” 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 *fl* onset; Rereading.



Danny's Bean Plant

Level G / 119 words / informational fiction

High frequency words:

eat, then, too, under, was, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What was used to make Danny's picture? What do you know about beans?"

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: *worry, hungry, and buy*. 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 figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did the beans look like on Monday and on Wednesday? How had the beans changed?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does it take a long time for a bean plant to grow? What do you think Danny will do with the beans when they are ready to pick?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's, I'll, and I'm*. Explain that *there's* is a contraction that means *there is*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and practice the words with the /ea/ vowel pattern: *bean, each, and eat*.
- On separate cards, write and draw what the beans looked like on each day of the week. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

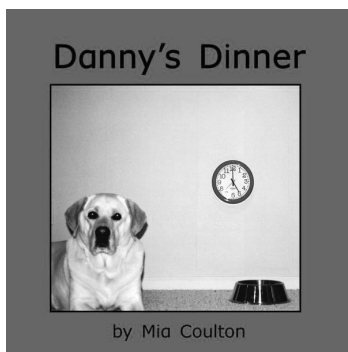
Writing activity

- Have each student write and complete the following sentence: "*Danny picked the beans and made _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

The *Cloud Gate* sculpture, created by Anish Kapoor, is a popular attraction in Chicago. The sculpture is nicknamed *The Bean* because it is shaped like a bean.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ea/ vowel pattern; Sequencing.



Danny's Dinner

Level G / 142 words / fiction

High frequency words:

be, don't, good, have, how, so, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is thinking about in the picture? How do you think he is feeling?"

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: *buy* and *worry*. 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 figure out 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 time does Danny eat dinner? What time was it when Danny finally got to eat his dinner?" 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 realized there was no more food for Danny? How would you feel if you had to eat the same thing for dinner everyday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's*, *don't*, *I'll*, and *I'm*. Explain that *there's* is a contraction that means *there is*, *don't* means *do not*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and discuss the rhyming sets: *you-do-to*, *so-no-oh*, and *for-more-store*.
- Point out the quotation marks, question marks, and exclamation 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.

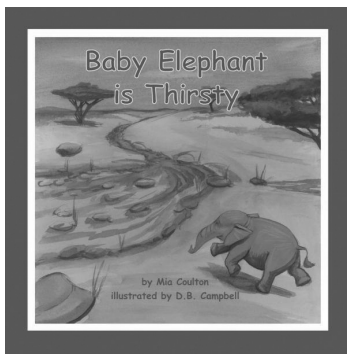
Writing activity

- Have each student elaborate on the text by adding what happened next after Danny ate his dinner. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Some people foods are bad for dogs. A few of these foods are: almonds, avocados, chocolate, garlic/onions, grapes/raisins, macadamia nuts, xylitol, and yeast.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Noticing punctuation (quotation marks, question marks, exclamation marks); Practicing rhyming words; Adding dialogue with illustrations.



Baby Elephant is Thirsty

Level H / 188 words / fiction

High frequency words:

around, drink, their, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever felt hot and thirsty? What did you do?"

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: *thirsty* and *trumpeted*. 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 and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

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

FUN FACT

Drinking plenty of water can help reduce cavities and tooth decay. Water helps produce saliva, which keeps your mouth and teeth clean.

- **Literal comprehension:** The answers are in the text. Ask, "What happened at the beginning of the story? How was the problem solved?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for you to have plenty of water to drink? How do you feel when you are thirsty? From where do we get our water? Describe what you would do if you were in the same situation as Baby Elephant?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the action words (verbs) with the *-ed* suffix: *lifted, looked, played, splashed, stopped, trumpeted, and walked*.
- Find and discuss the homophones *their* and *there* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the word *drink*. Create more words with the *-ink* ending (*pink, stink, think, and wink*).

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

- Choose an illustration of Baby Elephant in the story. Add a speech bubble and ask the students to fill in what Baby Elephant might say. Have them read their speech bubbles to each other.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Noticing action words; Practicing words with the *-ed* suffix; Noticing homophones; Practicing words with the *-ink* ending; Rereading.



Cheetahs at the Zoo

Level I / 133 words / informational

High frequency words:

after, black, long, their

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a cheetah? What do you know about cheetahs? What do you want to know about cheetahs?"
- Fill in the first two columns of a KWL chart on cheetahs. Fill in the K section with what students already KNOW about cheetahs and fill in the W section with WHAT they would like to learn about cheetahs.

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: *flexible, fuzzy, mantle, and protects*. 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 and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

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 parts of the cheetah's body help it go fast? What is the purpose of the cheetah's tear stripes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think cheetahs need to rest after running? How do you feel after running? How and where could you find more information about cheetahs?"

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: *resting* and *running*.
- Point out the *sk* onset in the word *skin*. Using magnetic letters, create other words with the *sk* beginning sound (*skid, skip, sky*).

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.

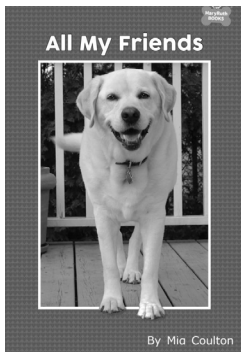
Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about cheetahs after reading this book. Have them share what they've learned with each other.

FUN FACT

Cheetahs have evolved to live where water is scarce, and can survive on one drink every three to four days.

Teaching Points: Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing words with the *-ing* suffix; Practicing the *sk* onset; Rereading.



All My Friends

Level K / 1035 words / fiction

High frequency words:

again, always, around, just, many, never, pick, please

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How would you describe a friend? Who are some of Danny's friends? What do you think is going to 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: *dramatic, exhausting, imagination, responsibility, serious, sprinkler, and therapy*. 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 and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.

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 were some of Danny's friends that you met in this story? Did you learn anything new about Danny's friends? Did you learn anything new about Danny?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it is important to have different kinds of friends? Which type of friend are 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 *-ing* suffix: *running, dribbling, training, chasing, swimming, thinking, getting, playing, and exhausting*.
- Point out and discuss the contractions: *can't, doesn't, don't, he's, isn't, and it's*.

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

- Give a picture of one of Danny's friends from the story to each student. Add a speech bubble to each picture and have the student write dialogue for the friend in the photo. Discuss the order each friend was introduced in the text, and help the students put the pictures in the correct order. Then reintroduce Danny's friends by having each student read his/her speech bubble in the order each friend was introduced in the text.

FUN FACT

According to Buddha, we each need four types of friends in our life. The *helper* friend gives aid when needed and asks for nothing in return. The *enduring* friend stands by you through every event in your life. The *mentor* friend teaches, restrains, and guides. The *compassionate* friend encourages, celebrates, protects, and supports.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing the *-ing* suffix; Noticing contractions; Rereading; Sequencing; Retelling.