

Book Title	Dear Danny
Materials	white board, dry erase marker, blending lines
Phonics Patterns	multisyllabic words (review)

Before Reading

Pre-Reading activities:

We have been reading longer words and longer texts. We have developed stronger fluency and stamina while reading. Multisyllabic words can be tricky, but we can continue to look at the word, identify the vowels to help us determine the number of syllables, read the syllables, and then blend the syllables to read the word. As you become a more automatic reader, this work becomes easier and is so much fun!

We will practice reading some multisyllabic words. We are going to use all that we have learned this year to help us read the words correctly, with fluency.

I DO:

Watch me read the first phrase. First, I am going to look at the words to see if I can read them quickly and accurately.

- Circle the words **it, to, her**. I can read these words quickly or automatically.
- The first word I cannot read automatically. I will underline all of the vowels I see in each word first, then I will know how many syllables are in each word. I see the vowel e (underline e) and the vowel i (underline i). This word has two separate vowels, so it has two syllables.
- I also notice that the last syllable is the ending -ing. Watch me loop the syllables: /text - ing/, texting.

WE DO: *Let's try the next phrase together. Do you see any words that you can read quickly and automatically?*

- Circle and say the words. Circle **with, you**. I can read the words with and you quickly.
- Let's look at the first word. How many vowels do you see? (1) How many syllables with this word have? (1)
- What do you notice at the beginning of this word? (consonant blend)

- We see the letters s and p. What are the sounds of each letter? /s - p/. Yes /s - p/ glide together to stand for two sounds: /sp/.
- Let's touch and say the rest of the sounds. /ĕ - n - d/
- Let's say the sounds /s - p - ĕ - n - d/, spend. Now let's go back and read the word with fluency. spend.

Let's look at the second word.

- What do we do first? (find and underline the vowels)
- How many vowels do you see? (two) Underline the u and the er.
- We underlined er together. Remember we have learned that the letter r can control the sound of the vowel before it to make a brand new sound! Sometimes we call the r bossy because it controls or changes the sound of the vowel. In this word the letters er stand for the sound /er/.
- Now let's read each syllable and blend them together to read the word. The first syllable is closed and the sounds are /s - ŭ - m/, sum. The second syllable has two sounds: /m - er/, mer.
- Together the syllables /sum - mer/ make the word summer.

YOU DO: Now it is your turn. Start at the beginning of line three. Remember to look for all the words that you can quickly and automatically first. Circle those and read them. Then, look for words that are tricky. Underline the vowels to help you determine the number of syllables. Read the syllables and then read the phrase or sentence with fluency. Continue to reread the phrases or sentences fluently until all of your group is done.

texting it to her
spend summers with you
have an apartment
an extra bedroom
Would you believe there's a swimming pool here?
Nothing will keep me away from you!

Vocabulary/Story Words: Define, Example, Connection

In our story, you will see the word collection. Turn to page 4. Grandma shares with Danny that they will keep his toy collection when they move to the retirement home. A collection

is a group of items or things that someone collects. Do you have any collections? Have students share some things that they collect.

Preview the Story: Brief overview, predictions/wonderings

Today we are going to read a story about Danny and his grandma. They love to send each other letters in the mail. Danny finds out that his Grandma and Grandpa are going to move out of their home and into a retirement home, which is a home where only older people live. He wonders if he will still get to spend time with them.

- Do you have family members that you enjoy spending time with? What are some activities that you do with them? Students can share about grandparents, uncles, aunts, etc.

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

- Echo read Choral read Partner read Independent read



More support

Less support

Add notes here...

After Reading

Choose 1-2 activities

- Dictation
 - Words
 - Sentence
- Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.
- Written Summary
- Other: Have students write a letter to a family member or friend that they love to spend time with. Encourage them to use the story as a mentor text. Students can turn and talk to share their letter orally with a partner, before they write the letter on paper.

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