Santillana Spotlight on English

Guided Reading Manual

Academic English for success in content and literacy
Our mission is to make learning and teaching English and Spanish an experience that is motivating, enriching, and effective for both teachers and students. Our goal is to satisfy the diverse needs of our customers. By involving authors, editors, teachers and students, we produce innovative and pedagogically sound materials that make use of the latest technological advances. We help to develop people’s creativity. We bring ideas and imagination into education.
Santillana
Spotlight
on English
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Guided Reading Manual
Academic English for success in content and literacy
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What Is the Spotlight Guided Reading Manual?

The Santillana Spotlight on English Guided Reading Manual is designed to help students of all backgrounds and levels develop essential reading skills, such as decoding and comprehension, as well as to practice and reinforce listening, speaking, writing, and viewing skills. Utilizing the Spotlight Thematic Library leveled readers, teachers are able to choose from a variety of levels and themes to accommodate the literacy needs of all their students.

Santillana Spotlight on English is a program that follows a Balanced Literacy approach to language acquisition, focusing on all the reading and writing models, such as aloud, shared, guided and independent. In addition, both the comprehensive program and this manual contain strategies to teach phonics and grammar, both integral elements of a Balanced Literacy program.

Guided reading is a key component of Santillana Spotlight on English reading instruction. Even though the leveled stories contained in the Spotlight on Reading sections of the main textbook are also used for group and guided reading, the leveled readers included in the Spotlight Thematic Library serve as excellent tools to teach basic reading skills to groups of developing readers and more advanced skills with increasingly challenging texts to groups of more fluent readers. This manual deals specifically with the Thematic Library leveled readers. For information on leveling criteria please consult the Spotlight Readability charts available on our website, spotlightonenglish.com.

How Does It Work?

The manual is organized into eight levels, with each level covering eight weeks. Each week, which is divided into five days of work, covers one reader. The first day is usually dedicated to presenting the reader, the theme, frontloading vocabulary, and making predictions. The second day focuses on the receptive skills of listening and reading while engaging in echo reading and then guided reading. Usually two or three reading comprehension skills, such as main idea or cause/effect relationships, are introduced, reviewed, or maintained on this day. On the third day, students engage in phonics practice as well as in activities that develop vocabulary strategies, while on the fourth day they carry out activities involving grammar. On the fifth day, the focus is on the productive skills of speaking and writing. The culminating activity of the fifth day always involves a writing prompt and the writing process.
## Basic Lesson Format

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    - Frontload Vocabulary  
    - Activate Prior Knowledge  
    - Close: Make Predictions |
| 2   | - Listening and Reading: Echo Reading/Guided Reading  
    - Developing/Expanding/More Complex (group questioning strategies)  
    - Practice and Apply  
    - Close: Return to Predictions |
| 3   | - Phonics and Phonemic Awareness (Vocabulary Strategies for Levels 3–6)  
    - Practice and Apply  
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## Guided Reading References
Warm Up

Concepts About Print

Have students look at the cover of *Good Citizenship*. Say: *This is the cover of the book. It covers what is inside.* Show students the title page: *This is the title page. The title page tells us the title and the author of the book.* Explain that the title is the name of the book, story, or poem. Point to the title: *The title of this book is Good Citizenship.*

Have students repeat the title after to you. Then explain that the author is the person who wrote the book, story or poem. Point to the author’s name and say: *The author is Amy White.* Have students repeat after you. Point to the illustrator’s name. Explain: *The illustrator is the person who makes the drawings that help us to understand what we read. The illustrator’s name is Sandra Lavandeira.*

Next, point to the title page: *What is this page called? (The title page.)* Then, point to the title: *What do we call the name of a book, story, or poem? (The title.)* Then, point to the author’s name: *What do we call the person who writes the book, story or poem? (The author.)* Finally, point to and say the title and author: *Good Citizenship,* written by Amy White and illustrated by Sandra Lavandeira. Have students repeat after you.
Genre

Explain to students that we read to learn. There are stories, poems and books that explain or describe things. Say: Some of the things we read are fantasy. The events cannot happen in real life. The stories use make-believe characters, such as talking animals. Other things we read are realistic fiction. The events can happen in real life even though they may not have actually happened yet. Good Citizenship is realistic fiction. Explain that the author writes about something.

Frontload Vocabulary

Point to each word and vocalize it phoneme by phoneme. Have students repeat the phonemes after you, and then blend the words. Once you have repeated the process twice point to the words in random order and have students read them aloud.

Next, ask students to offer definitions for each word. If they have difficulty explaining a definition, offer a contextualized example to help them. Ask students: Which of these key words are action words? (Play, says, sit, stands.) Which of these words are naming words? (Class, rules, student.)

Point to the word play. Ask: What do you like to play? Where do you play? Who do you play with? Encourage volunteers to share their answers with the class. Then point to the word rules. Ask students: What are some school rules? Have them work with a partner or in a small group to come up with school and classroom rules. Ask volunteers to share their ideas with the class.

Activate Prior Knowledge

Write the word citizenship on the board. Split it in two: citizen / ship. Ask students: What is a citizen? If students experience difficulty, explain that a citizen is member of a country, town or smaller community, like a school or even a class. Ask: What does citizenship mean? Elicit that citizenship is a group of citizens that live and work together in a community, and that share the same rights and privileges. Say: Citizenship is the state of being a citizen. Explain: Being a citizen means that you follow rules and have some responsibilities that help people work and live together. Have students talk about what rules and responsibilities help people in the community live and work together.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of Good Citizenship. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
**Listening and Reading**

**Echo Reading**  Read aloud *Good Citizenship* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

- **Developing**  Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

- **Expanding**  Use questions such as these to help students talk about the structure of the story. Explain: *Stories have a structure. They have a beginning, a middle, and an end.* Students may answer in phrases or short sentences.

- **More Complex**  Use questions such as these for students to make judgments about the information in the text. Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>What happens at the beginning of the story?</strong> <em>(Ramón starts first grade.)</em> Encourage students to describe what is going on in the class when Ramón comes in. Have students talk about what the students might think of the new student.</td>
<td><strong>How do you think Ramón feels when he walks into his new class?</strong> Encourage students to talk about how Ramón might feel. Have students talk about how they felt on their first day of school. Encourage students to talk about any experience they had moving to a new place.</td>
</tr>
<tr>
<td><strong>Who is a new student?</strong> <em>(Ramón)</em>  What grade is he in? <em>(first)</em> Encourage students to talk about their first day in class and about any experiences they had with a new student or as a new student.</td>
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### Developing

**pages 4–5**
- *What class is it? (math)*  
  *What does Ramón share? (his ruler)*
  Have students describe what they see in the illustrations. Encourage students to describe the things they need for math class.

**pages 6–7**
- *Where are the students now? (in recess)*  
  *What does Ramón want to play? (ball)*
  Have students describe what the children in the illustrations are wearing and what they are doing.

**pages 8–9**
- *What does Ramón do? (waits his turn)*  
  *What happens to Ramón? (someone pushes him)*
  Encourage students to talk about what they like to play and any accidents they might have had while they played them.

**pages 10–11**
- *What does Hugo say? (I’m sorry.)*  
  *What does Ramón say? (That’s okay.)*
  Encourage students to talk about what they would do and say if they were Hugo or Ramón.

### Expanding

**pages 4–5**
- *What happens next? (The students have math class.)*
  Encourage students to talk about what the class is learning in the math class. Have them say if it is similar to what they learn in their math class.

**pages 6–7**
- *What happens at recess? (The children play ball.)*
  Encourage students to talk about activities they do at recess. Have students talk about what they do if they cannot go outside for recess.

**pages 8–9**
- *What happens in the middle of the story? (Ramón waits his turn; he gets pushed.)*
  Encourage students to discuss why the boy pushes Ramón. Have students talk about how the boy felt when he pushed Ramón and how Ramón felt when he was pushed.

**pages 10–11**
- *What is the problem in the middle of the story? (Hugo pushes Ramón.)*  
  *How is it resolved? (Hugo says he’s sorry.)*
  Encourage students to talk about why this situation could have been a problem. Have students talk about similar situations they have had and how they solved the problem.

### More Complex

**pages 4–5**
- *How do the students show good citizenship in math class?*
  Have students talk about how the math class in the book is like their math class. Encourage them to talk about other things that are similar to their class and different from their class.

**pages 6–7**
- *How do the students show good citizenship at recess?*
  Encourage students to talk about how the recess activities in the book are similar to those at their school and how they are different.

**pages 8–9**
- *How did the problem between Ramón and Hugo happen?*
  Encourage students to talk about what happened. Was it on purpose or an accident? Have students explain their answers. Encourage students to talk about accidents that have happened to them at school.

**pages 10–11**
- *Why did Ramón tell Hugo “That’s okay”?*
  Encourage students to talk about why the boys reacted the way they did. Have students talk about whether it was a good or bad way to handle the situation.
Day 2

Week 1

**Developing**

**pages 12–13**
- *What is the teacher’s name? (Mrs. Hill)*
- *What does Ramón do? (follows other classmates)*

Have students describe Mrs. Hill. Encourage students to talk about whether or not they think Mrs. Hill is a nice teacher.

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**Expanding**

**pages 14–15**
- *What does Ramón do? (stands in line)*

Encourage students to describe what Ramón does in the previous page and this one (*comes when the teacher calls, stands in line*). Then ask: *Does Ramón know the rules?*

Then ask: *Who does Ramón sit with? (Hugo)*

Have students describe the classroom and what they see in the box by the door. Have students describe what their class does when it goes from one place to another at school.

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**More Complex**

**pages 14–15**
- *Why does Ramón follow the other children? (Elicit answers such as he must know what the rules are)*

Have students talk about the rules they must follow before, during, and after recess or lunch. Encourage students to talk about the ones that are easy to follow and the ones that are harder to follow.

**page 16**
- *What does Hugo say to Ramón? (“Welcome to our class.”)*

Encourage students to describe Hugo and Ramón. They should include not only physical descriptions, but also clothing and colors. Then, encourage students to talk about how and why Hugo and Ramón became friends. Have students talk about a friend of theirs and how they became friends.

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**Developing**

**page 16**
- *Why does Hugo show he is a good citizen? (Hugo apologizes when he pushes Ramón. He welcomes Ramón to class)*

Encourage students to talk about how Hugo made Ramón feel welcome. Have students provide other ways the students in the class could make a new student feel welcome.

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**Expanding**

**pages 14–15**
- *On the previous page Ramón comes when the teacher calls and now he stands in line. Why? (He knows the rules.)*

What happens after that? *Hugo asks Ramón to sit by him.*

Encourage students to talk about why Hugo asks Ramón to sit next to him.

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**More Complex**

**pages 14–15**
- *Why does Hugo ask Ramón to sit next to him? (He wants to be friends with Ramón.)*

Encourage students to talk about other things people do to make new friends.

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**pages 12–13**
- *What does Ramón do? (follows other classmates)*

Have students describe Mrs. Hill. Encourage students to talk about whether or not they think Mrs. Hill is a nice teacher.

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**More Complex**

**pages 14–15**
- *What are the rules? Have students talk about what one of the rules for recess might be based on the illustration. Ask if Ramón’s classmates know what the rules are. Why or why not?*

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**pages 12–13**
- *What is the teacher’s name? (Mrs. Hill)*

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**page 16**
- *How did the author write this book? Encourage students to talk about whether or not the author achieved her purpose for writing the book. Have students talk about what they think the main idea of the book might be. Tell them that the title of the book is a clue.*

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**Developing**

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**Expanding**

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**More Complex**

**page 16**
- *What are the rules? Have students talk about what one of the rules for recess might be based on the illustration. Ask if Ramón’s classmates know what the rules are. Why or why not?*
Practice and Apply

**COOPERATIVE TASK**  Lead a discussion about good citizenship. Ask students: *What do you do to show good citizenship?* Then have students work with a partner to talk about things they can do or have done to make a new student feel welcome. Ask volunteers to share their ideas with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

**Long Vowel /u/ Sound**  Write the sentence below on the board. Say it and have students repeat it after you. Repeat the sentence emphasizing the words with the /uw/ sound: true, who, choose, school, rules, do, fool, too. Explain: The sound /uw/ can be spelled a few different ways.

It is true that students like Hugo who choose to follow school rules do not fool around too much.

Next, display the following chart on the board or on chart paper. For each word in each column, say the sound /uw/ and then the word; example: /uw/ student. Then have the class repeat the sound and the word after you.

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<td>student</td>
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<td>zoo</td>
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<tr>
<td>cue</td>
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**Review / ELLs**

Review the chart with students and have them draw the letters in the air that make the /uw/ sound. Then distribute cards with the words from the chart written on them. Have students practice reading the words to a partner. As one partner reads the /uw/ sound, the other partner will draw the letters in the air that represents it.

**Practice and Apply**

**COOPERATIVE TASK**  Divide the class into four groups and assign each group a spelling pattern. Explain to students: I will say a sentence and when the group hears a word with their spelling pattern, they will raise their hands. After you read the sentence, ask each group which words they heard with their spelling pattern and then read the sentence again.

Class Prep

Sentences to say:
1. Students who follow rules are not fools.
2. The mule in the zoo swims in the pool on the avenue.
3. The clues show the rules are true.
Distribute lined sheets of paper to students and perform a dictation exercise. Tell students: *I will say some words. Write them down on the sheet of paper.* Say each word at least twice and give students time to write each word. Invite volunteers to write the words on the board and sound them.

**Fluency Practice**

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING** Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

The teacher says we must follow the rules,
Play fair at recess, and not act like fools.
Students who sit quietly in their seats,
Those who raise their hands when they want to speak.
Or those who stand still while waiting in line,
Show good citizenship, and that is fine.
We learn many things in class and at school,
Not at the park, at the zoo, or the pool.

**Close**

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
**Grammar and Usage**

**Nouns**  Read the sentences aloud. Then ask volunteers to point out words that identify people, places, and things. Circle the words students correctly identify. Explain to students: *These kinds of words are nouns. Nouns are naming words. They identify or name people, places, and things.* Have students look through the story *Good Citizenship* and find nouns in the story. As students provide examples, have them identify if the noun is a person, a place, or a thing.

**Proper and Common Nouns**  Write these sentences on the board:

Mrs. Hill is very nice.  The teacher is very nice.

Have students identify the nouns in the sentence. Explain: *There are two kinds of nouns: proper nouns and common nouns. Proper nouns are specific names: Mrs. Hill, Chicago, Parkview Elementary, Hugo, Ramón, and so on. Point out that proper nouns always begin with a capital letter. Next, explain: Common nouns are less specific kinds of names: teacher, student, city, school, toy, and so on. Point out that common nouns only begin with a capital letter if they are the first word in the sentence.*
Practice and Apply

**COOPERATIVE TASK**  Divide the class into three groups and assign them a category: person, place, or thing. Tell the groups: *Brainstorm as many nouns as you can think of for that category.* Allow the groups a few minutes to brainstorm ideas, and then have them share their ideas with the class. Write their responses on the board in the appropriate column.

Write a list of nouns on the board, mixing common and proper nouns, or use the list the class generated in the previous activity if appropriate. Read aloud each item on the list, and have the class hold up one finger if the noun is common or two fingers if the noun is proper. First, do an example using these words: Thomas, train, beach, [name of your school] Elementary School. If students are having difficulty classifying the nouns, remind them that proper nouns are actual names and begin with a capital letter.

**Talk It Out**  **COOPERATIVE TASK**  Have students work with a partner to play a noun game. Distribute one die to each pair and explain the rules in the *Topic of Discussion* box: *Roll the die. If you get 1, 2, or 3, you must use a common noun in a complete sentence. If you get 4, 5, or 6, you must use a proper noun in a complete sentence.* Point out that they may not repeat nouns or sentences. Also point out that they must take turns. Model an example. Circulate among the pairs and assist them as necessary. After the pairs have played for an appropriate length of time, play the game with the entire class.

**Close**  **Write It Out**  To bring closure to Day 4, have students choose three proper nouns and three common nouns. Have them write three sentences using the nouns. Ask volunteers to write their sentences on the board, read them to the class and identify the kinds of nouns.
Day 5

Week 1

Good Citizenship

Speaking and Writing

Model

Discuss with students how they think Ramón felt when he came to the class for the first time and why they think so. Then ask: What might the teacher and students have said and done to make him feel welcome? Elicit responses such as try to make friends with him, and so on. Point out: Making someone feel welcome is being a good citizen. It shows good citizenship. Model some questions to ask a new student and things to say to make him or her feel welcome, such as:

| Hi, Ramón, my name is… | I have a dog. Do you have any pets? |
| Where do you live? | What do you like to play? |

Practice and Apply

Have students work with a partner and imagine that one of them is a new student. Say: You will have a conversation trying to learn about each other and become new friends. Each will take turns listening attentively and asking questions politely. Read the sample questions in the Topic of Discussion to start the conversation. Encourage students to be creative with their questions and answers. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their dialogues with the class.

Listen to Write

INFORMAL ASSESSMENT Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to correct any mistakes.

1. class Ramón likes math class.
2. stands The teacher stands in front of the class.
3. says My friend says I am funny.
4. play Ramón likes to play ball at recess.
5. rules We know the school rules.
6. sit I sit near my friend Anna.
7. student Ramón is a new student.
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students that they are going to write about things they do that show good citizenship. Say: Think about the things you do that help you get along with other people at home and at school. Then display the writing prompt on the board and read it aloud.

Writing Prompt
What do you do to show good citizenship?

The Writing Process

Pre-writing  Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Have students make a drawing showing something they do to show good citizenship. Ask them to include details in their drawing that will help them to write about it.

Organizing Ideas  Cooperative Task
Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partners’ drawing.

Drafting  Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about things you do that show good citizenship. Ask students to use all of the words in the Words to Learn box in their writing, encouraging them to use common and proper nouns, and to refer back to the ideas they discussed with their partner.

Revising  Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, use of common and proper nouns, capitalization of proper nouns, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of Good Citizenship to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

Publishing  Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute paper to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover of *What Can You Do?* Say: *This is the cover of the book. It tells us the title of the book and it covers what is inside.* Explain that the title is the name of the book, story or poem. Say: *The title is What Can You Do?*

Show students the title page: *This is the title page. The title page repeats the title, and tells us the author and the illustrator.* Next, explain: *The author is the person who wrote the book, story, or poem.* Point to the author’s name and have students do the same: *Amy White.* Ask a volunteer to read it aloud. Then explain: *The illustrator makes the drawings that go along with the story, book or poem.* Point to the illustrator’s name and have students do the same. Say: *The illustrator is Alejandra Lunik.* Then say the title, the author and the illustrator and have students repeat it after you: *What Can You Do?* written by Amy White, illustrated by Alejandra Lunik.
Genre

Remind students that we read to learn. There are stories, poems and books that explain or describe things. Remind students that there are many kinds of things to read. Say: What Can You Do? is an example of nonfiction or an informational text. Explain: Nonfiction means that the story or book is real: real people, real places, real events. This is also called an informational text because the story or book provides information about a topic. Provide students with examples of nonfiction texts, such as a newspaper or a grocery store flier. Then encourage students to provide examples of other nonfiction/informational texts they know.

Frontload Vocabulary

Show the Spotlight on English People photo cards (Body Parts) or images you have gathered from the Internet to demonstrate the following body parts: eye, ear, nose, tongue, and hand. As you show each image, ask students what they do with this body part. Encourage students to answer in complete sentences. Start with the eye and ask: What is this? (It’s an eye.) What can you do with this? (I can see things with my eye.) Point to the key word see and repeat it slowly. Then show the ear and ask: What is this? (It’s an ear.) What can you do with this? (I can hear sounds with my ear.) Point to the key words hear and sound and repeat them slowly. Follow a similar procedure with nose—smell, tongue—taste, and hand—touch.

Say: I use my tongue so I can taste ice cream. Have the class repeat the example after you. Ask volunteers to complete the sentence frame with other ideas and have the class repeat the completed sentences after them. Correct as necessary. Then have students write a complete sentence of their choosing.

Activate Prior Knowledge

Ask students: What kinds of things do you like to see, hear, smell, taste, or touch? Have them explain their responses. Then ask: What kinds of things do you not like to see, hear, smell, taste, or touch? Encourage students to be detailed in their explanations.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of What Can You Do? You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**ECHO READING**  Read aloud *What Can You Do?* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**GUIDED READING**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information from the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to compare and contrast items in the text. Explain: *When we compare, we say how things are similar. When we contrast, we say how they are different.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to make inferences about the text. Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tbody>
<tr>
<td><strong>pages 2-3</strong></td>
<td><strong>How do sand and water feel alike? How do they feel different?</strong> Encourage students to describe the photos. Have students talk about how the photos help us to understand the text.</td>
<td><strong>If something feels coarse, is that a nice feeling? Can something that feels cool feel nice? Why or why not?</strong> Encourage students to talk about other ways to describe how water and sand feel.</td>
</tr>
<tr>
<td><strong>How does sand feel?</strong> (coarse) How does water feel? (cool and wet) Encourage students to further describe how sand and water feel. Have students talk about any experience at the beach such as playing with sand or in the water</td>
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Day 2

Week 2

Developing

- How does mud feel? (squishy)
- How do flowers smell? (fresh and pretty)
  Encourage students to talk about experiences playing with mud or getting muddy. Have students describe how flowers look or feel.

Expanding

- How is mud similar to flowers? How is it different? Have students describe the photos and explain how the photos help us to understand the information.
- Can something squishy feel good? Why or why not? What does “fresh” smell like?
  Encourage students to talk about other ways to describe mud and flowers.

More Complex

- How are popcorn similar to flowers? How are they different?
  Encourage students to describe the photos. Have students discuss whether or not the toes in the photo smell good.
- How would you describe the way popcorn smells? Why would toes not smell good?
  Encourage students to talk about other ways to describe popcorn and toes.

- How do rainbows look? (colorful and magical)
- How do trees look? (tall and shady)
  Encourage students to describe rainbows and trees.

- Why do rainbows look magical? What do you think of when you think of a shady tree?
  Encourage students to find other ways to describe rainbows and trees. Have students talk about an experience they had seeing a rainbow.

- How do worms look? (wriggly and slimy)
- How do airplanes sound? (very loud)
  Have students describe worms. Ask students to say if they have ever traveled by airplane, and if so, what sounds they heard on the plane.

- How are rainbows similar to airplanes? How are they different?
  Encourage students to describe the photos.

- If something is wriggly, is that something good? If something sounds loud, is that a nice sound? Why or why not?
  Have students talk about whether or not something slimy is something nice.
### Developing

**pages 12–13**
- **What do dogs do? (howl) How does music sound? (exciting)**
  Have students make a howling sound, similar to that of a dog. Encourage students to talk about the music they do and don’t like.

### Expanding

**pages 14–15**
- **How do bananas taste? (sweet) How does rice taste? (sticky and starchy)**
  Encourage students to talk about foods they like and don’t like.

**How are bananas similar to rice? How are they different?**
Encourage students to talk about foods that are alike and foods that are completely different from each other. You may provide examples such as apples and oranges, or fish and chicken, or pizza, and salad.

### More Complex

**pages 14–15**
- **Why is a dog’s howl funny? How can music sound exciting?**
  Encourage students to talk about other ways to describe a dog’s howl and other funny sounds dogs might make. Have students describe other ways music can sound.

**If something tastes sweet or tastes sticky, is that a good taste? Why or why not?**
Encourage students to discuss other tastes they like and do not like.

**Why do you think the author wrote this book?**
Encourage students to talk about whether or not the author achieved her purpose. Have students talk about what someone might learn from reading the book.

**What would you think if someone told you something tastes delicious?**
Encourage students to talk about how they would describe their favorite foods to someone who has never tasted them and may be afraid to try them.
Practice and Apply

Lead a class discussion about how things look, feel, sound, smell, or taste. Have the class think of other things that feel coarse like sand, that look colorful like rainbows, that smell good or smell bad, that sound loud or sound funny, and that taste sweet or taste salty.

**COOPERATIVE TASK**  Ask students to say the opposite of the adjectives used in the book, such as coarse/smooth, or loud/soft. Write these pairs on the board and have students work in pairs to think of things that can be described by them. Have volunteers share their ideas with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

**Long Vowel e Sound**  Write the rhyme below on the board. Say the rhyme, enunciating the long e sounds. Have students repeat the rhyme after you. Then isolate the words with the long e sound and say the sound as you smile. Ask volunteers to point out the words with the long e sound. As students correctly identify the words, circle them. Then ask: *Which letters in the words make the e sound.* Elicit: *ee, ea.* Have students look through *What Can You Do?* to find other words that have the same sound/spelling pattern. (*feels, eat, see, trees, sweet*)

The beach is a place that’s really neat:
You can see the sea and feel the breeze on your cheek,
You can hear so many birds tweet and squeak,
But please be sweet and clean the sand off your feet!

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**Long Vowel e Homophones**  Display the chart on the board and explain: *The e sound is sometimes part of words that are called homophones. Homophones are words that sound the same but can be spelled differently and have different meanings.* Say the words in the chart as you point to them. Have the class repeat them after you. Have volunteers point out the homophones.

**Practice and Apply**

**Cooperative Task**  Read the sentences and have students repeat. Read once more and have them repeat. Then have students work with a partner to identify and define the homophones in the sentences. Explain: *With your partner, first identify the two homophones in the sentences. Then say what they mean.* Provide an example: My dear mother feeds deer in Winter. (*dear = someone I really care about; deer = animal*) Circulate among the pairs and assist as necessary. After an appropriate time, have volunteers to share their results with the class.

**Class Prep**

Sentences to say:
1. I can see the fish in the sea.
2. Meet me in the cafeteria to eat meat pie.
3. My heel hurts, and the nurse says it needs to heal.
Fluency Practice

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**Echo Reading** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track the print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Mime the actions as you speak. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation and pronunciation.

What do you do when you can feel the breeze, and you can hear how it sounds in the trees? I wash my cat; she is soft to the touch. “I am clean,” she says, “thank you, very much!” I can see Mom make me something to eat. It must be a cake because it smells sweet. I will taste it. Mmm… What a yummy treat!

Close

**Cooperative Task** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Encourage them to mime the actions as they read. Ask volunteers to read the rhyme aloud to the class.
Simple Present Tense  Display the sentences below on the board. Read them aloud as the class follows along. Read them again and have students repeat after you. Ask: *What is the verb, or action word, in the first sentence?* (Feels.) Circle the verb. Then ask: *Are we talking about one thing or more than one thing in this sentence?* (One thing.) Follow this procedure for the subsequent sentences. Then ask volunteers: *Which sentences are talking about one thing? Which ones are talking about more than one thing?* Point out how the verbs change when referring from one thing to more than one thing.

The kitten feels soft. The cookie tastes delicious. The dog hears the bird. The kittens feel soft. The cookies taste delicious. The dogs hear the bird.

Tell students that the circled verbs are in the simple present tense. Explain: *We use this tense to repeated or habitual events or something that is generally true.* Explain: *In the present tense we add the letter -s to the base form of the verb when we talk about one person, one place, or one thing.* When we talk about more than one person, one place or one thing, we use the base form of the the verb in the simple present tense. Finally, have students refer back to *What Can You Do?* and point out the verb forms in each sentence and say how many things they refer to.

Sensory Verbs  Display the sentence strips on the board with all the sentences beginning with *you* in a column on one side, and the other sentences in an opposite column. Say: *The sentences with you refer to an action, what someone is doing with their senses: touch water, see trees. The other sentences refer to what the persons thinks or feels when he or she touches or sees.* Explain: *We use different words when we talk about using our senses and when we describe what we sense. We use our eyes to see the trees, but the trees look tall and shady. We touch the water with our hands, but when we describe what we touch, it feels cool and wet.*

Review / ELLs  Review subject pronouns with students by pointing to yourself and then other students in the class for the other subject pronouns. Then choose a verb and have students repeat the verb forms with you as you say and point to different subjects. Repeat the procedure with a few verbs. Then isolate the *I* form and the *he/she/it* forms as you point to yourself and other students in the class. For example: *I live. He lives.* Have students repeat after you. Then say a verb and a subject pronoun and have students provide the correct present tense form.
Practice and Apply

**COOPERATIVE TASK** Have students work in pairs to complete the sentences. Ask volunteers to share their ideas with the class. You may write their ideas on the board in the sentence frames. If students are experiencing difficulty with the task, ask: *Which word helps you decide if you should be talking about one thing or more than one thing?* Remind students: *For simple present tense verbs, we add the letter -s to the base form of the verb when we talk about one person, one place, or one thing.*

**COOPERATIVE TASK** Prior to class, prepare sets of sentence strips, one set for each pair of students. Cut the strips into pieces making sure each verb is a separate piece. The strips should include these verb pairs:

- ✔ touch / touches
- ✔ feel / feels
- ✔ hear / hears
- ✔ sound / sounds
- ✔ see / sees
- ✔ look / looks
- ✔ taste / tastes
- ✔ smell / smells

Tell students: *You will work with one or two partners to put together logical sentences using the jigsaw pieces.* Distribute the jigsaw sets to each pair or group and have students construct their sentences. Circulate among the groups and assist students as needed. Have the groups read their completed sentences aloud.

**Talk It Out** **COOPERATIVE TASK** Distribute *Spotlight on English* photo cards and/or images from the Internet (one image per student) that illustrate places, foods, animals and nature. Tell students: *You are going to talk with a partner about a picture. You will use all of the sensory verbs you can to describe your pictures.* Explain: *You will think of three questions to ask a partner about his or her picture.* Read the sample questions in the *Topic of Discussion* box to start the conversation: *What do you see? What does it look like? How does it feel?* Model answering these questions in complete sentences. Encourage students to be creative with their questions and answers.

**Close**

**Write It Out** To bring closure to Day 4, have students write four sentences about their image from the previous activity. Have volunteers read their sentences to the class.

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**Class Prep**

Display these sentence frames on the board:

- ✔ ___ smells good.
- ✔ ___ smell sweet.
- ✔ ___ look scary.
- ✔ ___ looks big.
- ✔ ___ taste delicious.
- ✔ ___ tastes bad.

**Topic of Discussion**

**Descriptions Using Our Senses**

1. What does it look like?
2. How does it feel?
3. What does it sound like?
4. How does it taste?
5. How does it smell?

**Class Prep**

Write these sentence frames on the board:

- ✔ I can ___ .
- ✔ It / They ___ .
**Speaking and Writing**

**Model**

Explain to students: *A riddle is a series of sentences that describe something in an indirect way. It may use clues that hint at the answer. It can be funny or serious. Riddles are different ways of looking at something.* Read the following riddle to the class:

<table>
<thead>
<tr>
<th>It looks big and wide.</th>
<th>It feels cool and wet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It can sound loud or soft.</td>
<td>It smells salty.</td>
</tr>
<tr>
<td>It doesn’t taste very good.</td>
<td>What is it? (Answer: the ocean)</td>
</tr>
</tbody>
</table>

Say: *You may ask yes/no questions to help you accurately guess what I described.* Allow students time to think about the riddle and to generate questions. You may provide examples to review the structure of yes/no questions such as: *Can you feel something sandy? Can you touch water?* Elicit other questions and guesses from until the correct response is offered.

**Practice and Apply**

**COOPERATIVE TASK** Have students think of something to describe in a riddle using sensory verbs. Say: *Each student will take turns listening attentively and asking questions politely.* Students should use the sample questions in the *Topic of Discussion* box as a guide, and end with: *What is it? Explain: Your partner may ask you live yes/no questions to help guess the correct answer.*

**Listen to Write**

**INFORMAL ASSESSMENT** Distribute lined sheets of paper to students. Explain: *I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper.* Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the *Words to Learn* box at the end of the book to self-correct their spelling.

1. feel  My hands feel cold.
2. smell The cookies smell delicious.
3. touch Don’t touch anything.
4. hear I hear birds in the morning.
5. taste You should taste this fruit.
6. see Do you see our car?
7. sound The dogs sound happy.
8. can Can you play ball today?
Culminating Activity

**Writer’s Workshop**

**Explanation:** Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about a special place. Have them think about this place. Say: Think about the things you can do in this place and the things that happen there. What can you see, hear, touch, smell, and taste there? Then display the writing prompt on the board and read it aloud.

**Writing Prompt**

What can we sense in this special place?

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**The Writing Process**

**Pre-writing**

Explain: The first step in the writing process is **pre-writing**. In this step, we gather ideas about what we are going to write. Have students make a drawing of the place. Ask them to include details in their drawing that will help them to write about it, such as the things you can see, hear, touch, smell, and taste.

**Organizing Ideas**

**Cooperative Task**

Explain: The next step in the writing process is **organizing ideas**. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

**Drafting**

Explain: The next step in the writing process is **drafting**. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about the place and what you can see, hear, smell, taste, and touch there. Ask students to use all of the words in the Words to Learn box in their writing, encouraging them to use sensory verbs and simple present tense verbs, and to refer back to the ideas they discussed with their partners.

**Revising**

Explain: The next step in the writing process is **revising**. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct simple present tense verb forms, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of **What Can You Do?** to check their spelling of the key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

**Publishing**

Explain: The last step of the writing process is **publishing**. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover of *Homes* say: *This is the cover of the book. It tells us the title of the book and it covers what is inside.* Explain that the title is the name of the book, story or poem. Say: *The title is Homes.* Show students the title page: *This is the title page. The title page repeats the title, and tells us the author and the illustrator.* Next, explain: *The author is the person who wrote the book, story or poem.* Point to the author’s name and have students do the same: *Amy White.* Ask a volunteer to read it aloud. Then explain: *The illustrator makes the drawings that go along with the story, book or poem.* Sometimes a book only has photos and does not have an illustrator. *Homes* is one of these books.

Image–Text Relationship  Point to the photos on pages 2 and 3. Ask: *What do you see in the photos?* (Different kinds of homes: mobile homes, apartments, houses.) Read the text and ask: *How do the photos help us to understand what we read?* Repeat the process for the other random pages in the book. Discuss how photos and illustrations help us to understand what we read.
Genre

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. Say: **Homes** is an example of nonfiction or an informational text. Explain: Nonfiction means that the story or book is real. It provides information about real people, real places, real events. Lead a discussion about nonfiction/informational books or stories. Provide examples of nonfiction texts, such as how-to books, stories about real people’s lives, or journals.

Frontload Vocabulary

Point to each word and vocalize it syllable by syllable. Have students repeat the words after you, blending syllables as necessary. Repeat the process twice.

Ask: *What do you see in the classroom?* Then point to and read the sentence frame. Provide an example and say the completed sentence: There are chairs in the classroom. Have the class repeat the completed sentence after you. Ask volunteers to complete the sentence with other ideas, and have the class repeat the completed sentences after them. Correct as necessary. Then have students write a completed sentence of their choice.

Show the Spotlight on English photo card for house or show images of a house and have students identify what it is. Then, point to the word houses on the board, sound it out, and have the class repeat it after you. Say: One house, two houses. Have students repeat after you. Tell the class: I am going to say a word and you will hold up one finger if you think I am talking about one thing and two fingers if I am talking about more than one thing. Alternate saying house and houses several times as students identify the singular and plural forms.

Activate Prior Knowledge

Display the Spotlight on English Home photo cards or images of houses from the Internet (make sure to label them) to demonstrate types of homes, specifically house, apartment, townhouse, and houseboat. Ask students to identify the types of homes or say the words and have students repeat them after you. Say each word syllable by syllable as you show the class the word. Have students repeat after you. Ask students what type of home they live in and what types of homes they see where they live.

Close

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of Homes. You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Homes* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer with one or a few words.

**Expanding**  Use questions such as these for students to compare and contrast the homes in the book. Remind students: *When we say how two or more things are alike, we are comparing. When we say how two or more things are different, we are contrasting.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to make judgments about the information in the text. Students should answer and elaborate on their answers in complete sentences.

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<tr>
<td><strong>pages 2–3</strong></td>
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<tr>
<td>► <em>What kinds of homes are there?</em> Encourage students to describe the homes in the photos including the colors, the number of windows and doors, the number of floors, or anything else.</td>
<td>► <em>How are these homes alike? How are they different?</em> Encourage students to talk about where these houses might be. Ask: <em>Are they in the country or in the city?</em> Have students talk the kinds of homes they see where they live.</td>
<td>► <em>Why are there so many kinds of homes?</em> Encourage students to talk about the kinds of homes in their communities.</td>
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<td>Developing</td>
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<tr>
<td><strong>pages 4–5</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Day 2</strong></td>
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<tr>
<td>• What can apartment buildings be like? (tall or small) Encourage students to describe the apartment buildings in the photos.</td>
<td>• How are the two apartment buildings alike? How are they different? Have students discuss where they think the apartment buildings might be: the country or the city. Have students explain their answers.</td>
<td>• Why do you think there are so many apartment buildings in big cities? Encourage students to talk about what might be fun about living in an apartment building and what might be difficult about living in an apartment building.</td>
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<tr>
<td><strong>pages 6–7</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Day 2</strong></td>
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<td>• What are townhouses like? (They can have two floors.) Have students describe the townhouses in the photo.</td>
<td>• How is a townhouse like an apartment building? How is it different? Encourage students to talk about how a townhouse is like a house.</td>
<td>• Why would someone choose to live in a townhouse? Have students talk about whether or not they would choose to live in an apartment or townhouse. Encourage students to explain their answers.</td>
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<td><strong>pages 8–9</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Day 2</strong></td>
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<td>• How many floors can a townhouse have? (three) Have students describe the townhouse. Encourage students to describe the mobile homes in the photo.</td>
<td>• How is a townhouse like a mobile home? How is it different? Have students talk about what they think the inside of a townhouse or a mobile home may be like.</td>
<td>• Why would someone choose to live in a mobile home? Have students talk about whether or not they would choose to live in a mobile home or a townhouse. Encourage students to explain their answers.</td>
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<tr>
<td><strong>pages 10–11</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Day 2</strong></td>
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<td>• What can mobile homes be like? (long or wide) Have students describe the homes in the photos.</td>
<td>• How are these mobile homes alike? How are they different? Have students talk about which mobile home they like better and why. Encourage students to talk about where these homes might be and what they may be like inside.</td>
<td>• Do you see mobile homes in cities? Why or why not? Have students talk about the kinds of homes they can see in a city. Encourage students to talk about why these homes are so common in cities. Have students think about how many people live in cities to help them arrive at an answer.</td>
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**Day 2**

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<th>Developing</th>
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<td><strong>Pages 12–13</strong></td>
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<tr>
<td><em>What can houses be made of? (bricks)</em> Have students describe the homes in the photos. Encourage them to name things in the photos (lawn, fence, garden, and so on).</td>
<td><em>How are these houses alike? How are they different?</em> Encourage students to talk about whether or not these are old houses and why. Have students talk about which house they like better. Encourage students to explain their answers.</td>
<td><em>Are the families who live in these homes big or small?</em> Encourage students to talk about why people might want a big or small house. Have students discuss why some people might prefer an apartment to a house.</td>
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<td><strong>Pages 14–15</strong></td>
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<td><em>What other things can houses be made of? (stone or wood)</em> Encourage students to describe the homes in the photos. Have them include colors, shapes and the number of windows and doors in their descriptions.</td>
<td><em>How are these two homes alike? How are they different?</em> Encourage students to talk about which home they prefer, which house is older and where these homes might be: a city, a town or in the country.</td>
<td><em>Why would some people build a house made of stone? Why would someone build a house made of wood?</em> Encourage the class to talk about which house they like and why they like it. Have students talk about what it might be like to live in those houses.</td>
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<tr>
<td><strong>Page 16</strong></td>
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<tr>
<td><em>Where can you see a houseboat? (on the water)</em> Have students describe the houseboat.</td>
<td><em>What kind of home is a houseboat similar to? What kind of home is a houseboat different from?</em> Encourage students to talk about any experiences they may have had on a houseboat. Have students talk about what the inside of the houseboat might be like.</td>
<td><em>Why do you think the author wrote this book?</em> Encourage students to talk about what it might be like to live on a houseboat. Have students talk about what might be the most fun and what might be the most difficult part about living on a houseboat.</td>
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</table>
Practice and Apply

Lead a discussion about what kinds of homes students like and why. Students may answer in short phrases and complete sentences. Ask them to describe each kind of home they discussed in the Listening and Reading activity and to say something they like about each one. Then have them discuss which ones they like more than others and then to select a favorite. Ask them to consider things they may not have thought about, such as: Which homes can move? How can they move? Why might it be good to live in a home that can move? Which homes are warm in wintertime? Why would you like to live in a warm home in wintertime?

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Long o Vowel Sound  Read aloud the words as you point to them. Have the class repeat after you. Ask: What sound do all of these words have in common? (Be sure students pronounce the long o sound.) Say the sound and have students repeat it after you. Ask: What letter represents that sound? (The letter o.) Tell students: Sometimes this letter sounds like its name—like the words on the board—and sometimes it sounds like the words not, con, or hop. Say the short o sound in these words and have the class repeat after you.

Explain: I am going to say some words, if you hear the o sound like the word home, hold up one finger. If you hear the o sound like the word hot, hold up two fingers. Practice with the words home and hot to be sure students understand the instructions. Read the words twice and allow time for students to respond. Then write the words on the board, say them, and have students repeat after you. Point to the vowels in the words goat, coat, and moan. Explain: When we see these two letters together—o followed by a—we pronounce them like the o in homes. Point to the words, say them, and have the class repeat after you.
Practice and Apply

**COOPERATIVE TASK** Tell students that they will practice reading aloud the words on the cards to a partner. Distribute the cards and allow students time to read to their partners. Circulate among the pairs, providing assistance as necessary. If students are experiencing difficulties reading the words, remind them of the sound that the letters *oa* represents. When students have had the opportunity to read all of the words to their partner, collect the cards. Then show a word to the class and have a volunteer read the word aloud to the class.

Fluency Practice

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track the print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

There are so many kinds of homes:
A mobile home can help you roam,
Houses made of brick, stone, or wood,
Apartments in cities are very good,
Townhouses with two floors or three,
Or houseboats on a lake or sea.

Close

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
**Grammar and Usage**

**Singular and Plural of the Verb to be**  Write the sentences below on the board. Ask volunteers to point out the verb in each sentence or underline the verbs if students appear to have difficulty identifying them. Point to the first sentence and ask the class: *What is the sentence about?* (Homes.) Then ask: *How many homes, one or more than one?* (There are many kinds.) Follow the same procedure with the other sentences. Then have students work with a partner to make a rule about when to use *is* and when to use *are*. Ask volunteers to share their rules with the class. Guide the class in creating a rule using the ideas they shared. Write the rule on the board and have a volunteer read it aloud. The rule should be something like: *We use is to talk about one thing. We use are to talk about more than one thing.*

There are many kinds of homes.
Many dogs are smart.
The house is big.
My friend is tall.

**Review / ELLs**

Review the verb forms of *to be* with students. Then tell students you are going to say a verb form and they must hold up one finger if the verb refers to one person and two fingers if it refers to more than one person. Do this several times. Then tell students you are going to say a subject and they must say the form of *to be* that goes with that subject.

**Auxiliary Verbs Using to be**  Display the sentences below on the board. Underline the phrase *can be* and explain to students: *When can is used to help identify or describe something, instead of using is or are, we use be, whether we are talking about one thing or more than one thing. Can is a clue that the next word is be, not are or is. The two verbs work together.*

School can be fun.
Animals can be friendly.
**Practice and Apply**

**COOPERATIVE TASK**  Prior to class, prepare sets of sentence strips using *are*, *be*, and *is*. Make one set for each pair of students. Cut the strips into pieces with one word on each piece. Use sentences such as:

- The houses are very big.
- Houseboats can be fun.
- My home is an apartment.
- My dog can be very funny.
- The boys are in the park.

Tell students: *You will work with one or two partners to put together logical sentences using the jigsaw pieces.* Distribute the jigsaw sets to each pair or group and have students construct their sentences. Circulate among the groups and assist students as needed. Have the groups read their completed sentences aloud.

**Talk It Out  COOPERATIVE TASK**  Tell students: *You are going to talk with a partner about your home.* Explain: *You will think of three questions to ask your partner using are, be and is.* Read the sample questions in the *Topic of Discussion* to start the conversation, and ask additional questions such as: *Are there many windows in your home? Is your home a houseboat or a house?* Tell students: *Answer in complete sentences, for example: Yes, there are many windows in my home. / My home is a houseboat.* After the pairs have asked and answered their questions, ask a volunteer to ask another volunteer one of his or her questions. The person who answered the question will ask another student a question, and so on, until each student has asked and answered a question.

**Close  Write It Out**  To bring closure to Day 4, have students look at the photos of the different kinds of homes from the *Spotlight on English* Home photo cards or images of homes you have gathered from the Internet. Tell students they will choose an image and write three sentences using *are, be, and is*, in their descriptions. Then have students show the image to the class and read their description aloud.

**Topic of Discussion**

**Homes**

1. What is your home like?
2. How many windows are in your home?
3. Is there a back door in your home?
4. What will your dream home be like?
Speaking and Writing

Model

Remind students: A riddle is a series of sentences that describe something in an indirect way. It may use clues that hint at the answer. It can be funny or serious. Riddles are different ways of looking at something. Read the following riddle to the class:

There are many boys and girls. It can be a fun place.
There is a door. What is it? (Answer: a classroom)

Say: You may ask yes/no questions to help you accurately guess what I described. Read the riddle again and pause. After you have given students time to think, you may provide examples to review the structure of yes/no questions such as: Are there books? Is there a teacher?

Practice and Apply

COOPERATIVE TASK Tell students: Think of a kind of home to describe in a riddle you will tell to a partner. Explain that they must use are, be and is in their descriptive sentences. Students should start with three or four things to say about their riddle, using the sample questions in the Topic of Discussion box as a guide, and end with: What is it? Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their riddle with the class.

Listen to Write

INFORMAL ASSESSMENT Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

Kinds of Homes

1. What does this home look like?
2. Where can you see this kind of home?
3. What can this home be made of?

Topic of Discussion

1. are The apartment buildings are tall.
2. homes There are many mobile homes in this town.
3. can Houseboats can be a fun place to live.
4. houses Some houses have gardens.
5. there There are fifty apartments in my building.
6. have My grandparents have a home near the beach.
7. be A home can be big or small.
Culminating Activity

**Writer’s Workshop**

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about their home. Say: Think about your home and how you might describe it. Then display the writing prompt on the board and read it aloud.

**The Writing Process**

**Pre-writing**

Explain: The first step in the writing process is *pre-writing*. In this step, we gather ideas about what we are going to write. Have students make a drawing of their home. Ask them to include details in their drawing that will help them to write about it, such as its size, windows, grass, surrounding apartments, and so on.

**Organizing Ideas**

Explain: The next step in the writing process is *organizing ideas*. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

**Drafting**

Explain: The next step in the writing process is *drafting*. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about the description of your home. Remind students to use all of the words in the *Words to Learn* box in their writing. Encourage them to use the verbs *are*, *is*, and *be*, and to refer back to the ideas they discussed with their partners.

**Revising**

Explain: The next step in the writing process is *revising*. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use of the verbs *are*, *is*, and *be*, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the *Words to Learn* box at the end of *Homes* to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

**Publishing**

Explain: The last step of the writing process is *publishing*. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover of *No TV Day*. Remind students: The title is the name of the book, story or poem. Point to the title and have students do the same. Ask a volunteer to say the title and have the class repeat it. Open the book to the title page. Remind students: The author is the person who wrote the book, story or poem. Point to the author’s name and have students do the same. Say: The author is Amy White. Remind students: The illustrator is the person who makes the drawings that help us understand what we read. Point to the illustrator’s name and have students do the same. Say: The illustrator is Marcela Calderón. Then say the title, author and illustrator and have the class repeat it after you: *No TV Day* by Amy White, illustrated by Marcela Calderón.
Pagination  Point to the page number on page 2 and ask: What does this number mean? (It tells us the page.) Why do pages have numbers? (The numbers help us find information and give us the order of the story or information presented in the text.) Explain to students that the page number is not always at the bottom of the page, it is sometimes found in the upper left or right corner of the page. Ask students: On what page does the story start? (On page 2.) On what page does the story end? (On page 16.) Explain: Page 16 is the last page of the story.

Genre  Remind students that we read to learn. There are stories, poems and books that explain or describe things. Say: Some of the things we read are fantasy: The events cannot happen in real life: the stories use make-believe characters. Other stories are realistic fiction: The events can happen in real life. No TV Day is an example of realistic fiction. Explain that the author writes about something that can happen in real life. Encourage volunteers to discuss books they know that are fantasy and that are realistic.

Frontload Vocabulary  Have students repeat the words after you, blending syllables as necessary. Once you have repeated the process twice, point to the words in random order and have students read them aloud.

Remind students that No can answer a question and is used to say what is not allowed. No TV is an example of this. Have students think of other examples of this structure (No running, for example) and ask them to share their ideas with the class. Explain that we use no followed by a noun or an -ing verb to talk about rules—to say what is not allowed.

Activate Prior Knowledge  Display an image of a multi-generational family that includes grandparents, parents and siblings. Review family vocabulary with students. Then ask: Think of other ways to call mothers, fathers, grandmothers, and grandfathers. (Mom, dad, grandma, grandpa, and so on.) Ask students what names they use for their family members. Say: Grandma is one of the names many people call their grandmothers. Then ask students to talk about grandparents or other older adults in their family with whom they spend time.

Close  MAKE PREDICTIONS  To bring closure to Day 1, show students the cover and title page of No TV Day. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story.
Listening and Reading

**Echo Reading**  Read aloud *No TV Day* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to whole sentences. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to demonstrate understanding of cause-and-effect relationships. Explain: *A cause explains why something happened and an effect is the result.* Point out that sometimes signal words, such as *because* and *so*, can point to cause-and-effect relationships. Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to make inferences about the text. Students should answer and elaborate their answers in complete sentences.

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<td><em>pages 2–3</em></td>
<td><em>Why did Lucy turn on the TV? Why did Grandma turn it off?</em> Encourage students to talk about when and why they watch TV.</td>
<td><em>What was Grandma trying to do when she turned off the TV?</em> Encourage students to talk about what kind of grandmother they think Grandma is. Have students talk about their grandmothers or other older relatives.</td>
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<td>What did Lucy do? (turned on the TV) What did Grandma do? (turned off the TV) Have students describe the characters in the story. Encourage students to describe the clothes they are wearing and how they are related to each other.</td>
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<td>▶ What did Grandma say to the children? (No TV today.) Encourage students to talk about how they might feel if they could not watch TV for a day. Have students talk about any rules their family might have about watching TV.</td>
<td>▶ How did the children feel when they couldn’t watch TV? Have students discuss why the children felt the way they did when they found out they couldn’t watch TV.</td>
<td>▶ Why can’t the children think of things to do besides watching TV? Have students talk about how much TV they and other people in their home watch. Encourage students to talk about why they think so many people spend so much time watching TV. Discuss with the class when watching TV can be good and when it is not so good.</td>
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<td><strong>pages 6–7</strong></td>
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<td>▶ What did Grandma say that the children could do? (They can play.) Have students talk about what the children might be thinking.</td>
<td>▶ What did Grandma do to help the children think of things to do? Have students talk about what Grandma suggested that the children play.</td>
<td>▶ Why do you think Grandma wants the children to play? Encourage students to talk about why it is important to play.</td>
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<td><strong>pages 8–9</strong></td>
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<td>▶ What did the boy think they could do? (play outside) Encourage students to talk about whether or not the boy had a good idea.</td>
<td>▶ Why did the boy suggest that he and Lucy could play outside? Encourage students to talk about what makes them want to play outside. Have students talk about how playing outside can be fun.</td>
<td>▶ Why do the children decide to play outside? Have students talk about which kinds of activities they prefer—inside ones or outside ones—and why they like those particular activities.</td>
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<td><strong>pages 10–11</strong></td>
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<td>▶ What did Lucy and the boy do outside? (play ball, ride bicycles) Encourage students to describe the illustrations.</td>
<td>▶ What happened when the children went outside? Encourage students to talk about what they like to do when they play outside.</td>
<td>▶ How do Lucy and the boy get along? Encourage students to talk about their brother(s) and/or sister(s) and whether or not they get along. If a student is an only child, have them talk about his or her best friend and the things they do together.</td>
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<td><strong>pages 14–15</strong></td>
<td><strong>page 16</strong></td>
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| **What did the children do inside?** *(made a fort, drew pictures)*  
Have students talk about other things the children might have done inside. | **Why did the children build a fort and draw pictures?**  
Encourage students to talk about things they like to do inside besides watching TV or playing video games. | **How do the children show that inside activities without a television or a computer can be fun?**  
Encourage students to talk about what the children might have been doing in their fort. Have students talk about any pretend games they like to play at home. |
| **Did the children miss watching TV?** *(No, they had fun.)*  
Encourage students to describe the illustration. Have students include where the characters are and what they are doing. | **Why did Grandma have a “No TV Day?”**  
Encourage students to talk about why Grandma might have decided to have a “No TV Day.” | **Did Grandma really think the children would miss TV? Why or why not?**  
Have students talk about whether or not Grandma had a good idea making a “No TV Day.” |
| **How do we know the children liked “No TV Day?”** *(The boy wants to do it again.)*  
Encourage students to talk about other clues that help them to understand the children liked “No TV Day.” | **Who is telling the story?**  
Encourage students to talk about what clues helped them answer the question. | **Why did the author write this book?**  
Discuss with students the four purposes: to inform, to explain, to persuade, and to entertain. Allow responses to include to persuade and to entertain. Have students talk about whether or not the author achieved her purpose. |
Practice and Apply

Lead a discussion about what your students might do on a “No TV Day.” They may answer in short phrases or complete sentences. Ask students to talk about the activities the children did in the story and identify the ones they liked and why, and the ones they didn’t like and why. Then ask what they might have done to make the activities even more fun.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Long a Vowel Sound  Read aloud the words as you point to them. Sound them out by blending syllables and phonemes, as necessary. Ask: What sound do all of these words have in common? (Be sure students pronounce the long a sound.) Say the sound and have students repeat it after you. Ask: What letter represents that sound? (The letter a.) Point to the words that have an –e at the end. Explain: The e at the end of the word does not make any sound. It is a silent e. Next, point to the words that end in –ay and say: These two letters together make the long a sound. These letters are often at the end of a word.

COOPERATIVE TASK   Distribute the cards to pairs. Explain: You will take turns showing the word to your partner and reading it aloud. Circulate among the pairs, providing assistance as necessary. Next, collect the cards and say: I am going to say a word with the long a sound. If you think the word is spelled with –ay, put two thumbs up. If you think the word is spelled with a silent –e at the end, wave both of your hands in the air. Provide practice with some example words to be sure students understand the instructions. Then read the words on the cards. Allow students enough time to respond, then show the card and say the word as you track print. Finally, have students think of other words they know that have the long a sound.

Practice and Apply

Tell students: Sometimes letter a sounds like its name—day, play, make—and sometimes it sounds like the words nap, hat, or sap. Say the short a sound and have students repeat after you.

TOTAL PHYSICAL RESPONSE   Have the class stand. Explain: I am going to say some words. If the word has a long a sound, stretch up and get as long and tall as you can. If the word has a short a sound, crouch down and get as small as you can. Practice the gestures without saying a word and then say two practice words to be sure students understand the instructions. Say the words allowing students time to show their responses. When everyone has responded, say the word again and do the appropriate gesture. After you have said all the words, write them on the board. Then have volunteers read the words aloud with the class repeating them.
Fluency Practice

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation and pronunciation.

Lucy asked Grandma, “Why no TV today?”
Grandma said it’s more fun to go out and play.
My sister and I rode our bikes and played ball.
We had fun and didn’t miss TV at all!

Close

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Grammar and Usage

**Simple Past Tense**  Write the sentences below on the board. Read the sentences aloud and ask volunteers to point out words they know. Next, ask students: Which sentences talk about something that already happened? What clues helped you with your answer? Elicit the –ed. Explain to students: The simple past tense is what we use to refer to things that already happened. It is usually formed by adding –ed to the base form of the verb, for example: turn + ed = turned, work + ed = worked, play + ed = played. Point out that if the word ends in –e, then we only add –d.

We played ball. I worked on my homework after dinner.
We play ball in the park. I work on my homework after dinner.
Lucy turned on the TV. I work on my homework after dinner.
Lucy turns on the TV.

**Cooperative Task**  Tell students: You are going to practice forming and correctly pronouncing past tense forms with a partner. You will draw a card and say the past tense form to your partners. Circulate students and provide assistance as necessary. Then hold up a card and have volunteers say the past-tense form of the verb. Point out and help students out with the past tense of these words: make (made), ride (rode), say (said), be (was), and do (did). Tell students these are irregular verbs.

**Review / ELLs**

Review pronunciation of regular past-tense verbs. Have students put their hand on their throat and say the word work. Ask students if they could feel their throat move when they pronounced the /k/ sound. Explain to students that when the last sound of the word does not make their throat move, they will pronounce the past tense ending –ed like /t/. Say: worked, stopped and placed and have students repeat after you. Explain that when the last sound of a word makes their throat move, the past tense ending –ed will be pronounced /d/. Say: turned, pulled and played and have students repeat after you. Finally, explain that when the final sound is a t or d, the past tense ending –ed is pronounced /id/. Say: waited, wanted, handed, and faded and have students repeat after you. Then conduct a choral repetition having students practice saying the words in the present and then in the past tense: work–worked, stop–stopped, turn–turned, pull–pulled, wait–waited, hand–handed.
**Questions in the Simple Past Tense**  Write the questions below on the board. Read the questions aloud and ask students: *Do these questions ask about something happening now or something that already happened in the past? (The past.)* Then ask the class: *What clues gave you the correct answer? (The word did.)* Explain: *When we ask questions about the past, we need to use the word did at the beginning of the question or after the question word.* Point out the location of did in the sentences. Next explain: *The only time we do not need to use did is when we ask a direct question about the subject of the sentence.* Review the subject of a sentence, as necessary, then say: *In that case we use the simple past tense of the main verb.* Provide the following examples: *Who decided to have a “No TV Day?” Who turned on the TV? Did you play ball yesterday? Did Lucy and her brother watch TV? Did the children make a fort? What did Lucy and her brother do next? Where did they ride their bikes? Why did the children have a no TV day?*

**Practice and Apply**

**COOPERATIVE TASK** Have students work in groups of two or three. Say: *With your partners, think of questions to ask the characters from the story about their “No TV Day.”* Tell them to come up with three or four questions to ask. Circulate among the groups and assist as necessary. Be sure students form questions using the past tense. Ask volunteers to share their questions with the class. Write students’ ideas on the board.

**Talk It Out** **COOPERATIVE TASK** Tell students they are going to work in groups of three or four. Provide each group with a die. Explain: *If you roll a 1, 3, or 5, you must ask a question in the simple past. It can be a yes/no question or a more specific question. Then choose someone to answer the question in a complete sentence.* Read the sample questions in the **Topic of Discussion** to provide examples: *Did you play in the park yesterday? Yes, I played in the park or No, I didn’t play in the park.* What did you do yesterday? I went to school. Next, explain: *If you roll a 2, 4, or 6, you will say a sentence in the simple past tense, for example: I watched TV. I washed my dog.* Set a time limit for the activity, between five and ten minutes.

**Close**

**Write It Out** To bring closure to Day 4, read the question on the board and say to students: *Think about why Grandma had a “No TV Day.” Write at least three reasons.* Remind students to use the simple past tense in their responses. Ask volunteers to share their sentences with the class.

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**Topic of Discussion**

**Past Activities**

1. Did you play outside yesterday?
2. What did you play?
3. Did you have fun?

**Class Prep**

Write this question on the board:

✔ Why did grandma have a “No TV Day”?
Speaking and Writing

Model

Say to students that you are thinking of a fun event that you attended in the past and they must try to identify the event by asking you questions. Use the following picnic event as a model:

- Did you walk or go by car? I went by car.
- Who did you go with? I went with my family.
- When did you go there? I went on Sunday.
- What did you eat? I ate hamburgers and hotdogs.

Practice and Apply

**COOPERATIVE TASK** Tell students: Think of a fun event and some questions to ask a partner about the event they chose. Remind students that they must ask both yes/no questions and more specific questions in the simple past tense to help them guess the event their partners have chosen. To start the conversation, use the sample questions in the **Topic of Discussion** box as a guide. Place a limit on the number of questions, no more than ten, for example. Circulate among the pairs and provide assistance as needed. Then ask volunteers to think of a different event and have the class ask questions to identify it.

Listen to Write

**INFORMAL ASSESSMENT** Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

| 1. said     | The teacher said we were a good class. |
| 2. asked    | I asked Mom for a puppy.               |
| 3. my       | Lucy is my friend.                     |
| 4. sister   | The boy has one sister.                |
| 5. we       | We finished our chores early.          |
| 6. grandma  | They visited their grandma.            |
| 7. no       | The students had no homework.          |
| 8. play     | Did you play outside yesterday?        |
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about a Family Fun Day at their school. Say: Imagine your school had a Family Fun Day and you went with your family. Think about what kinds of fun things you and your family did together. Then display the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Have students make a drawing of what they did with their family on Family Fun Day. Ask them to include details in their drawing that will help them to write about it, such as the activities each family member did.

Organizing Ideas Cooperative Task Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about the Family Fun Day. Remind students to use all of the words in the Words to Learn box in their writing. Encourage them to use past-tense verbs, and to refer back to the ideas they discussed with their partners.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct past-tense verb forms, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of No TV Day to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover of *Seasons*. Remind students that the title is the name of the story, book, or poem. Have students point to the title. Say the title and have students repeat it after you. Next, have students look at the title page. Say: *The title page tells us the title of the story, book or poem and the author’s name.* Remind the class that the author is the person who wrote the story, book or poem. Ask a volunteer to read the author’s name and have the class repeat it. Then have the class repeat after you: *Seasons* by Amy White.

Using Text Features to Find Information

Explain to the class: *Sometimes a book will have things in it to help us find key facts or information. A table of contents tells us about the sections or chapters in a book and also about the page where we can find that information. A glossary will provide us with a list of new words and their meanings.* Provide examples of tables of contents, glossaries and texts with headings or icons. Have students look at the *Words to Learn* box at the end of the book. Ask the class: *What does this box tell us? (The words they need to know from the text, also known as “key words.”)*
Genre

Remind students that we read to learn. There are stories, poems and books that explain or describe things. *Seasons* is an example of poetry. Explain to students: *A poem describes strong emotions or paints a picture with words. Poems can tell a story or have a theme. They use descriptive language. Sometimes poems rhyme. That means that sometimes the endings of the words sound the same. Poems can also have rhythm. That means they have a certain beat, almost like music, and you can hear this when you read it aloud.* Provide some examples of short poems, such as nursery rhymes, to begin a discussion about poems the class know.

Frontload Vocabulary

Point to each word and vocalize it syllable by syllable. Point out that the *n* in *autumn* is silent. Have students repeat the words after you, blending syllables as necessary. Once you have repeated the process twice, point to the words in random order and have students read them aloud.

Have students look at the cover of *Seasons*. Point to an image and identify the season depicted. Have the class repeat the name of the season after you. Say a sentence using the season: *There is snow in winter.* Have students chorally repeat the sentences after you.

Activate Prior Knowledge

Display the *Spotlight on English* Earth (*Weather*) photo cards, and/or images from the Internet, and have the class identify the season. Have students explain what helped them to identify the season. Ask them to describe the weather in each season. You may also want to discuss what articles of clothing they wear during the different seasons. Then have the class discuss things they like and don’t like about each season.

Close

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of *Seasons*. You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Seasons* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation. You may choose to reread parts of the text (or have volunteers do so) to reinforce speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to compare and contrast information in the text. Remind students: *When we say how two or more things are alike, we are comparing them. When we say how two or more things are different, we are contrasting them.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to demonstrate understanding of cause-and-effect relationships in the text. Explain: *A cause explains why something happened and an effect is the result.* Point out that sometimes signal words, such as *because* and *so*, can point to cause-and-effect relationships. Students should answer and elaborate on their answers in complete sentences.

### Developing

- What do birds do in the spring? *(sing)* What can you do in the spring? *(play with a ball and bat)* Encourage students to talk about other things that they see in spring and things they do in spring.

### Expanding

- How are the activities in the photos alike? *(both outside, enjoying the weather)* How are they different? Have students describe the photos. Encourage students to talk about details in the photos.

### More Complex

- Why don’t you need a hat in spring? *(because it isn’t so cold in spring)* Encourage students to answer the question with *because*. 
### Day 2

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tbody>
<tr>
<td><strong>pages 4–5</strong></td>
<td></td>
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<tr>
<td>🔄 What do April showers bring? (May flowers) What colors can you see in spring? (yellow, red, blue, green, orange, and purple) Encourage students to talk about what happens to nature in spring. Have students talk about plants, trees, and flowers.</td>
<td>🔄 How is April like May? (both are in spring) How are they different? (April has a lot of rain and some flowers; May has more flowers and less rain.) Encourage students to describe the photos. Have students talk about how the photos help them to understand the information in the text.</td>
<td>🔄 Why are there so many colors in spring? (because flowers are blooming) Encourage students to talk about which season is the most colorful. Have them explain their reasons for their opinions.</td>
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<td><strong>pages 6–7</strong></td>
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<td>🔄 What is the weather like in summer? (hot) What can you do in summer? (swim, run around, play) Encourage students to talk about the clothes they wear in summer.</td>
<td>🔄 How is summer like spring? (both have nice weather and we can do things outside) How are they different? (spring is cooler than summer) Encourage students to talk about how the photos help them to understand the information in the text.</td>
<td>🔄 Why can you swim all day in summer? (because it is hot; we don’t have school) Encourage students to talk about other things they can do all day in summer. Have them explain how they do these activities.</td>
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<td><strong>pages 8–9</strong></td>
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<td>🔄 What can you see during the summer nights? (fireflies) What else can you do in summer? (eat outside, pack a basket, go for a ride) Encourage students to talk about fireflies and if they have ever caught one. Have students describe the sights and sounds of a summer night. Encourage them to talk about other activities they do with their families in summer.</td>
<td>🔄 How did fireflies get their name? (they look like they have little lights or fires when they fly) Have students describe the photos. Encourage them to include descriptions of the people, their activities and any other details they choose to include. Have students talk about what the photos tell them about summer.</td>
<td>🔄 Why is summer a time to eat outside? (the weather is good; we may be on vacation) Encourage students to talk about picnics or barbecues that they have had with families and friends.</td>
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### Developing

**Pages 10–11**
- **What happens in autumn? (leaves change colors)** What is another word for autumn? (fall) Have students describe the colors of autumn leaves and what the weather is like in fall.

### Expanding

- **How are trees in spring like trees in autumn?** (both have leaves) How are they different? (the leaves in spring are green, in fall they are many colors; the leaves come out in spring and fall down in autumn) Encourage students to explain spring and autumn to someone who doesn’t know about spring and autumn. Have students think about the weather, changes in nature and activities people do during those seasons.

### More Complex

- **Why is autumn sometimes called fall?** (because the leaves fall off the trees) Have students think about where spring got its name.

### Pages 12–13

- **What is it time to do in autumn? (rake leaves)** What is the weather like in winter? (cold) Encourage students to talk about any experiences they have had playing in leaves or any other activities they do in autumn.

- **How is autumn like winter?** (the weather is colder, we have to wear jackets or coats) How are they different? (winter is colder; there are no leaves at all on the trees) Review the autumn and winter months with students. Have students think about the activities they can do in all of those months and only do during some of those months. You may also ask a series of leading questions to help students develop their answers, such as: Can it snow in autumn? Are there leaves on the trees in autumn? What clothes do you wear in autumn? Do you wear those kinds of clothes in winter?

- **Why is autumn time to rake leaves?** (because there are so many leaves on the ground) Encourage students to use so in their responses.
Day 2

**Developing**

*Pages 14–15*
- What do you need in winter? (coat, hat, boots) What can you see and play in when it is winter? (snow) Have students talk about any experiences they have had playing in the snow. If they haven’t played in snow, encourage them to talk about whether or not it is something they would like to do.

**Expanding**

- How is winter like spring? (we may need to wear a coat in both seasons; sometimes it snows in both seasons) How is it different? (there are no flowers in winter; most trees do not have leaves) Review the months in winter and spring with students. Encourage them to think about the weather during those months, the clothes they wear, the kinds of things they do and what nature is like.

**More Complex**

- Why do you need a hat, coat and boots in winter? (It’s very cold.) Why do you have to wipe your boots? (boots get wet when we play in the snow) Have students talk about what they wear or think they should wear when they play in the snow. Encourage students to talk about what might happen if they didn’t wear those clothes.

*Page 16*
- What other things do you think of when you think of the different seasons? Have students describe the photos.

**Practice and Apply**

Lead a discussion about the things we can see and the activities we can do in each season. Students may answer in short phrases or complete sentences. Have students discuss which seasons they enjoy best and why. Then ask: If you could have only one season all year, which one would you choose and why? What will you miss about the other seasons? Finally ask: What is good about having four seasons? What is bad about having four seasons?

**Close**

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
**Long i Vowel Sound**  
Read aloud the words as you point to them. Sound them out by blending syllables and phonemes, as necessary. Ask: *What sound do all of these words have in common? (Be sure students pronounce the long e sound.*)*  
Say the sound and have students repeat it after you. Ask: *What letter represents that sound? (the letter i)*  
Point to the words that have an –e at the end. Explain: *The e at the end of the word does not make any sound. It is a silent e.* Next, point to the word *light* and explain to students that when they see the –igh combination, the vowel has a long /i/ sound, and the g and h are silent.  

Write the words below on the board. Say them as you track print. Have the class repeat after you. Finally, encourage volunteers to think of other words that have the long i sound, either with the –e at the end or with the combination –igh.

- night
- right
- sigh
- flight
- high
- tight
- bright
- sight
- fight
- might

**COOPERATIVE TASK**  
Distribute the cards to pairs. Explain: *You will take turns showing the word to your partner and reading it aloud.* Circulate among the pairs, providing assistance as necessary. Next, collect the cards and say: *I am going to say a word with the long i sound. If you think the word is spelled with a silent –e at the end, give two thumbs up. If you think the word is spelled with the letter combination –igh, wave both of your hands in the air.* Provide practice with some example words to be sure students understand the instructions. Then read the words on the cards. Allow students enough time to respond, then show the card and say the word as you track print.

**Practice and Apply**  
Write the sentence below on the board. Say it aloud a few times, enunciating the long and short i sounds. Pronounce both sounds and point out how your mouth opens more when you pronounce the long i. Then, say the sounds in isolation and have students repeat them after you.

> In winter everything is white and icy, but I like spring when there are bright flowers outside.
Say the words. Have students repeat the pairs after you, paying attention to the position of their mouths when they pronounce the /i/ sounds.

**Total Physical Response**  Have the class stand. Tell students: *I will say the words again in a different order, if you hear the long /i/ sound, stretch up as long and as tall as you can. If you hear the short /i/ sound, crouch down.* Say the words from the pairs in random order or add new words. If students experience difficulty identifying the sounds, have them focus on the position of your mouth as you model enunciation of the targeted sounds.

**Fluency Practice**

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**Echo Reading**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

We can play in the leaves in autumn.
In summer we can go to the pool.
When old man winter brings snowy days;
Sometimes we don’t have to go to school!
Spring has colors: yellow, red and blue.
In each season, what is it you do?

**Close**

**Cooperative Task**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.

**Class Prep**

*Words to say:*
✔ win / wide
✔ winter / white
✔ lick / like
✔ lit / light
✔ bit / bite

*Prior to class, prepare vocabulary card sets of the Words to Learn using index cards, one set for each pair of students:*
✔ autumn✔ do
✔ in✔ is
✔ like✔ spring
✔ summer✔ winter
Affirmative and Negative Statements  Write the affirmative sentences below on the board. Read them and have students point out the verbs in the sentences. Circle the verbs and ask: Which verbs refer to something that happened in the past? (Verbs in the last two sentences.) Which verbs refer to things that have not happened in the past? (Verbs in the first two sentences.)

<table>
<thead>
<tr>
<th>Affirmative Statements</th>
<th>Negative Statements</th>
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<tbody>
<tr>
<td>I do my homework in summer.</td>
<td>I do not do my homework in summer.</td>
</tr>
<tr>
<td>Anna does a lot of activities in winter.</td>
<td>Anna does not do a lot of activities in winter.</td>
</tr>
<tr>
<td>The girl did something nice.</td>
<td>The girl did not do something nice.</td>
</tr>
<tr>
<td>We did all our work today.</td>
<td>We did not do all our work today.</td>
</tr>
</tbody>
</table>

Explain to students that an affirmative statement is the opposite of a negative statement. It’s as if an affirmative sentence said yes and the negative sentence said no. Further explain: Do and does are present tense forms of the verb do; and did is the simple past tense of the verb do. The simple present tense has two forms: do and does. The simple past has only one form: did.

Next, write the negative statements on the board and read them. Remind students that negative statements say the opposite of an affirmative statement. Further explain: To make a negative statement, we use a form of the verb do + the word not, followed by the base form of the verb. Be sure to point to each element in the negative sentences as you explain this last item. You may want to underline the base form of the verb.

COOPERATIVE TASK  Tell students they are going to work with a partner to practice affirmative and negative sentences. Explain: One person will make a statement and the partner will say the opposite. For example: I have a sister. / I do not have a sister. I watched TV. / I did not watch TV. Encourage students to use different subjects and both the simple present and simple past tense. Students should take turns making affirmative and negative sentences.

Review / ELLs

To provide additional practice with asking questions and answering negatively, ask students questions that they will answer negatively such as: Do you like to eat spiders? Does your teacher fly a plane? Did you drive a motorcycle? Be as absurd as you like. Have students answer the questions. Then have students ask each other silly questions that will be answered negatively.
Contractions with do  Write the sentences in the first column below on the board. Read the sentences and have students repeat. Explain that we can make the sentences shorter with the words don’t, doesn’t, and didn’t. Now write the sentences in the second column below and read them. Circle the contractions and say: These words are called contractions. A contraction is two words combined into one. Don’t, doesn’t, and didn’t are formed from the pairs of words do not, does not, and did not. Explain: When we push these two words together, we lose the o in the word not, and we use an apostrophe. Have students practice using the contractions with the negative sentences they said to their partner in the prior activity or make up sentences for them.

I do not like winter.  I don’t like winter.
Mike does not have a coat.  Mike doesn’t have a coat.
They did not play soccer.  They didn’t play soccer.

Practice and Apply

Prior to class, prepare sets of sentence strips using these sentences (or others of your choosing), one set for each pair or group of students. Cut the strips into pieces with one word per piece.

Mark and Maria do homework in the kitchen.
We don’t have fun on rainy days.
I didn’t read the book.
He didn’t play in the game.
Susan doesn’t eat candy.
My dad does chores on Saturday.

Cooperative Task  Tell students: You will work with one or two partners to put together logical sentences using the jigsaw pieces. Distribute the jigsaw sets to each pair or group and have students construct their sentences. Have the groups read their completed sentences aloud.

Talk It Out  Cooperative Task  Tell students that they will work with a partner and talk about seasons. Explain: You will think of four questions to ask your partner using do, does, did, and a contraction. Read the sample questions in the Topic of Discussion to provide examples and to start the conversation. Tell students that they will answer in complete sentences.

Close

Write It Out  To bring closure to Day 4, have students look at one of the images on the cover of Seasons. Say: You will describe the season depicted and things people do and do not do at that time of year. Be sure to use do, does, did, and a negative statement in your descriptions. Encourage students to use contractions where appropriate for natural, informal communication. Have students read their texts to the class.

Topic of Discussion

Seasons
1. What season do you like?
2. What did you do last year at that time?
3. What does your family like to do during that season?
4. What don’t you do during this season?
Speaking and Writing

Model

Say to students that you are thinking of an activity people do in a certain season. Use the script below. Tell students they must ask you questions to determine the activity. You may choose to provide one clue to help generate initial questions. Remind students to listen carefully to your answers so that they will not repeat questions. Keep track of the number of questions asked.

You may need a jacket and pants to do this. You need a special tool to do this. Most people do this in their yards. Some people do this as part of their job. When you finish this, you see neat piles. It’s fun to jump in these piles, but if you do, you have to do this activity again. (Answer: raking leaves.)

Practice and Apply

Cooperative Task  Tell students: Think of an activity people do in a specific season. Tell the listening partner to pay careful attention and encourage them to ask questions to help them get to the answer. Their partner will ask no more than twenty questions to help them guess the activity. To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Students may provide their partner with one clue to generate questions. Circulate among the pairs and provide assistance as necessary. After each student has had a chance to describe an activity and guess what activity his or her partner described, ask volunteers to share their clues with the class and encourage the class to offer questions that will help them identify the activity.

Listen to Write

Informal Assessment  Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

| 1. winter | We wear coats and hats in winter. |
| 2. like | Do you like to go on picnics? |
| 3. spring | The flowers are pretty in spring. |
| 4. is | My favorite sport is baseball. |
| 5. summer | We don’t have school in summer. |
| 6. do | What do you like to do? |
| 7. autumn | Leaves turn colors in autumn. |
| 8. in | My birthday is in March. |
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tells students they are going to write about a season. Say: Think about a season, the weather during that season, what you wear, and what you do during that season. Then display the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Have students make a drawing of a season. Ask them to include details in their drawing that will help them to write about it, such as a fun activity in that season or what it looks like outside.

Organizing Ideas COOPERATIVE TASK
Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about a season. Remind students to use all of the words in the Words to Learn box in their writing. Encourage them to use affirmative and negative statements, and contractions with do, and to refer back to the ideas they discussed with their partners.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use of affirmative and negative statements, correct forms of contractions with do, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of Seasons to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Remind students that the title is the name of the story, book, or poem. Have students point to the title. Say the title and have students repeat it after you. Next, have students look at the title page. Say: The title page tells us the title of the story (or book, or poem), the author’s name, and the illustrator’s name. Have students point to the author’s name. Ask a volunteer to read the author’s name and have the class repeat it. Remind students that the illustrator is the person who makes the drawings that help us to understand what we read. Say: The illustrator is Alejandra Lunik. Then say the title, the author, and the illustrator and have the class repeat after you: Our Trip To The Zoo, written by Amy White, illustrated by Alejandra Lunik.
Genre

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. Our Trip To The Zoo is an example of journal writing. Explain: A journal or diary is a way a person can keep a record of his or her life. A journal describes what the author did on a specific day and the author’s opinions or feelings about what happened that day. Sometimes journal writing includes a drawing or photo to illustrate something the author wrote about. Journals can be fiction or nonfiction. Ask students why someone may want to keep a journal. Give examples of journal writing, such as Robinson Crusoe, Gulliver’s Travels, The Princess Diaries, and Diary of a Wimpy Kid, and briefly explain what the characters write about.

Frontload Vocabulary

Point to each word and vocalize it. Have students repeat the words after you. Repeat the process and then point to the words in random order and have students read them aloud. Explain to students: The words had, saw, went, and were, are examples of past tense verbs. Ask volunteers to provide the base forms (infinitives) of the verbs. (Have, see, go.)

Cooperative Task Have students work with a partner to create a sentence using the past tense verb forms. Provide an example to generate ideas: I saw a lion and tiger at the zoo. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask students to talk about fun places they have gone to with their class or with their families. Ask: Have you ever been to a zoo? Have volunteers discuss what they saw, what animals they liked or didn’t like, and the reasons for their opinions. For students who may not have visited a zoo, ask what animals they think may live at the zoo, and which ones they would like to see if they go. Next, talk about the differences between zoo animals, farm animals, and pets. Ask: What kinds of animals live on a farm? What kinds of animals do people keep as pets? Why do some zoos have farm animals? Why are some zoo animals not okay to have as pets? Encourage students with pets to talk about their pets.

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of Our Trip To The Zoo. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Our Trip To The Zoo* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to discuss the characters and setting of the story. Explain to students: *Characters are the people and animals in a story, and the setting is where the story’s events happen. The setting can change throughout the story.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to discuss sequence. Explain to students: *The order of events in a story is the sequence. Words and phrases such as first, next, then, the next day, last, and finally indicate an order of events.* Students should answer and elaborate on their answers in complete sentences.

<table>
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<th>Developing</th>
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<tr>
<td><strong>What did the class do?</strong> <em>(Went to the zoo.)</em> What did they see the polar bears do? <em>(Swim.)</em> Encourage students to talk about any experiences with visits to a zoo.</td>
<td><strong>Where was the class?</strong> <em>(At the zoo.)</em> What were the polar bears like? <em>(Big, white.)</em> Encourage students to provide as much detail from the image as possible in their descriptions of the polar bears. Have students include things polar bears do.</td>
<td><strong>What did the class do first?</strong> <em>(They saw the polar bears.)</em> How do you know? <em>(The word “first.”)</em> Encourage students to include sequence words in their answers. Have students think about other ways to indicate the first activity in a sequence of activities.</td>
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### Developing

**pages 4–5**
- What did they see the tigers do? (sleep) What did they see with the lions? (a lion cub) Encourage students to talk about which animals they prefer: tigers or lions. Have students explain what they like about each animal and what they may not like about each animal.

### Expanding

**pages 6–7**
- What were the tigers like? (orange, black, white) What were the lions like? (brown, big, had long tails) Encourage students to be as detailed as possible in their descriptions of tigers and lions.

### More Complex

**pages 6–7**
- What did the class see after that? (tigers) What were the third animals they saw? (lions) How do you know? (the words “next” and “then”) Encourage students to think of other words or phrases they could use to talk about this sequence of events.

**pages 6–7**
- What was the place where the class had lunch like? (a picnic area, lots of grass, some trees and flowers) What were the snakes like? (long, skinny, green, red, and yellow) Encourage students to include as many details as they can in their descriptions of the picnic area and the snakes.

**pages 6–7**
- What happened after the class saw the lions? (They had lunch.) What happened next? (The class saw the snakes.) Have the class tell which sequence words or phrases helped them to correctly answer the questions.

**pages 8–9**
- What were the monkeys doing? (eating fruit) Where did the giraffes have their noses? (high in the air) Have students talk about what kind of fruit the monkeys were eating. Encourage students to talk about any experiences they have had watching monkeys and giraffes and the kinds of things they do.

**pages 8–9**
- What were the monkeys like? (brown, furry, funny) What were the giraffes like? (tall, brown and yellow, big noses) Encourage students to talk about how monkeys are funny. What are giraffes like? Have them make their descriptions as detailed as possible.

**pages 8–9**
- What did the class see after the snakes and before the giraffes? (the monkeys) Encourage students to identify the words or phrases that helped them to answer the question.
### Pages 10–11

**Developing**
- **What did the elephant do?** (shoot water from her trunk)
- **What did the class see at the hippo house?** (a baby hippo)

**Expanding**
- **What were the elephants like?** (big, big ears, fur on their head, brown, one had tusks.)
- **What was the hippo house like?** (house with a big pool, trees nearby)

**More Complex**
- **What did the class see after the giraffes and before the hippos?** (the elephants) Encourage students to explain how they arrived at their answer. Have students identify the sequence words in the text.

**Pages 12–13**

**Developing**
- **What were the zebras doing?** (running fast) **What did the class try to do?** (walk like the penguins) Encourage students to talk about why the class tried to walk like penguins. Have students talk about other things penguins do.

**Expanding**
- **What were the penguins like?** (black and white, orange feet and beaks) **What was their home like?** (there was an igloo, a pool for swimming, a fish) Encourage students to describe zebras and to compare them with penguins. Then, have students talk about why the penguins’ home is the way it is.

**More Complex**
- **Which animals did the class see after the hippos?** (the zebras and penguins) **Which ones did they see first?** (the zebras) Encourage students to think of other sequence words they could use to show the same order of events. Have students think of other sequence words besides next and then.

### Pages 14–15

**Developing**
- **What color were the flamingos?** (pink) **How did the class go back to school?** (by bus) Have students talk about what flamingos do. Encourage students to describe the illustrations.

**Expanding**
- **How are the flamingos described?** (pink, standing on one leg) Encourage students to describe the flamingos with as much detail as possible including their physical appearance and the things they do.

**More Complex**
- **Which animals did the class see at the end of their day at the zoo?** (flamingos) **How do you know?** (the word “last”) Have students think of other words or phrases they could use besides last. 
Practice and Apply

Review personal journals with the class. Ask: *What kinds of things are included in a personal journal? Are there drawings? What kinds of things do people write about in personal journals?* Have students look through *Our Trip To The Zoo*. Ask for examples of a personal journal by asking students: *What kind of paper is the journal written on? What are the colored rectangles at the corners of the illustrations supposed to be? Why do you think the illustrator made the book look this way?* Elicit responses that indicate that the book is supposed to look like the journal of the person telling the story, the illustrations are supposed to be photos, and the rectangles are pieces of tape that attach the pictures to the journal.

Use the *Spotlight on English* Earth (Animals) photo cards and/or images you have gathered from the Internet to display the animals mentioned in the story as well as other zoo animals. Have the class identify the animals (assist them as necessary).

**Cooperative Task** Tell students: *You are going to work with a partner to talk about a visit you would take to the zoo. Decide which animals you would see and the order in which you want to see them. Describe the animal or tell something you might see the animal do.* You may wish to limit the number of animals they choose to more than five, but less than ten. Tell students they will present their trip to the class and use the photos as a visual aid to their presentation.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Consonant Digraph th  Say the first two words and have students repeat them, and identify the initials sounds. Then pronounce the last word, have the class repeat it after you, and have students identify the initial sound of that word.

Next, write the word thin next to the word then on the board. Pronounce both words, emphasizing the initial sound in each word. Explain: “Th” can be pronounced two ways. Pronounce the two sounds and the target words then and thin. Explain that the two sounds are produced in similar ways, with the tongue between the teeth and then forcing air out through the opening between the teeth and tongue. Have students produce the sound while holding their hands in front of their mouth to feel the air flow. Explain: The difference in the sounds is how much force is used to produce the sound. Say the two target words again while holding your hand on your throat and have the class do the same. Ask the class: Which word made your throat move? (then) Explain that this is the difference in pronouncing the two sounds.

Tell students they are going to hear you say some words. They will hold up one finger if they hear the th sound like then, and two fingers if the sound is like thin. Say each word at least twice. Then display the words on the board, say the words again and have the students repeat them. Finally, have students practice saying the words with a partner.

Practice and Apply

Say the word pairs and have students repeat them after you. Then tell the class: I am going to say a word from each pair; you will tell which word you heard by raising one finger if you think you heard the first word, and two fingers if you think you heard the second word. Repeat each word at least twice. Have students practice reading the word pairs with a partner. Finally, have a student say one word from each word pair for his or her partner to identify.

Review / ELLs

For students experiencing difficulty distinguishing between the /th/ and the /d/ sound, have students say the words from the previous activity with you. Say only the words with the /d/ sound first. Say the sound and then the words. Remind students to pay attention to where their tongue is as they say the sound. Repeat the procedure with the /th/ sound. Then have students look at a partner as they repeat the words after you. Tell students to raise their hands when they see their partner’s tongue between his or her teeth.
Fluency Practice

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**Echo Reading**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

My family went to the zoo.
There were so many things to do.
We saw polar bears in a pool.
They wanted to swim to keep cool.
We saw lions, tigers… big cats!
We saw monkeys, giraffes, and bats.
Then we needed to take a break
And had a drink down by the lake.

Close

**Cooperative Task**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Adjectives  Show the toys to the class. First identify the toy, and then describe it, for example: This is a bear. It is a brown bear. It is a little brown bear. It is a furry little brown bear. It is a cute little brown bear. Continue the procedure with the other toys. You may also ask volunteers to describe the toy.

Tell the class: Each word in a sentence has a job to do. Words that describe people, places, and things are called adjectives. Have the class repeat the word adjective after you. Then ask the class to say the adjectives used to describe the toys. Write these adjectives on the board. Read the adjectives and have the class repeat them as you track print. Tell students: Adjectives always describe a noun. They tell us a little more about that noun. Point to objects in the classroom and have students provide an adjective that accurately describes it.

Position of Adjectives  Write the sentences below on the board. Read the sentences as you track print. Have the class identify the adjectives. Remind students that adjectives are describing words. Circle the adjectives. Ask students to identify the nouns that the adjectives describe. Draw an arrow from the adjective to the noun it modifies. Explain: Many times adjectives come before the word it describes. When we have a form of the verb be such as is, are, was, or were, the adjective can come after the verb.

The baby lion was cute.
The cute baby lion was sleeping.
The teacher is nice.
The nice teacher plays games with us.
The city is busy.
The busy city has lots of things to see.

Cooperative Task  Tell students that they will work with a partner to make sentences with the nouns and adjectives on the board. Explain: You will work with a partner to make sentences using the words on the board. Use a form of the verb be in your sentences. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their sentences with the class. You may choose to have students write their sentences on the board. Then tell students: Use the same nouns and adjectives to make new sentences using other verbs. Provide the following example: The little girl has a puppy. Have volunteers share their sentences with the class.
Practice and Apply

Display the sentences below on the board or create a worksheet to distribute to each student. Tell students that they will identify the adjectives in the sentences and the nouns they describe. Have students circle the adjectives and draw an arrow to the nouns they describe. Then ask: Why do some adjectives come in front of the noun and some of the adjectives come after? (some sentences have the verb “be”)

We got a fuzzy little puppy.
The big white polar bears like to swim.
My dad has a shiny new car.
The zoo is fun.
My mom is nice.
Your brother is silly.
Spiders can be scary.
I like funny movies.
Cakes are delicious!
The president lives in a big white house.

Talk It Out  COOPERATIVE TASK  Have students work with a partner. Prior to class, prepare sets of ten to twenty cards with common nouns written on them. Prepare enough sets for the number of pairs of students in the class. Distribute one set to each pair. Write the instructions in the Topic of Discussion box on the board. Then tell students they will choose a card, read the noun, decide how to describe it, and make a sentence using an adjective that describes the noun. Model an example. Circulate among the pairs and provide assistance as needed. Ask volunteers to share their sentences with the class.

Close

Write It Out  To bring closure to Day 4, tell students to think of a zoo animal. Have students think of as many adjectives as they can that can describe the animal. Remind students to think of the size of the animal, the colors of the animal, or the characteristics of the animal: funny, silly, scary, and so on. Explain: You will make a word web with the adjectives that describe the animal you chose. When you finish your web, write two sentences using the animal and some of the adjectives you wrote in your web. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Display the images and tell the class you are going to describe an animal in one of the images. They must identify which animal you describe. Allow students to ask questions to help them to guess the correct answer. Give them time to think about the clues you gave. Encourage them to look carefully at the images. Elicit various responses from students before confirming the correct answer.

This big animal is gray, white, or black. This animal can be scary. It has sharp teeth. It has a huge mouth. It is hungry all of the time. Which animal is it? (answer: shark)

Practice and Apply

COOPERATIVE TASK Have students work with a partner to think of a zoo animal and of the ways they can describe it. Say: First, choose an animal. Then, think of at least three adjectives to describe the animal. Encourage them to take notes about their ideas. Then have them take turns describing their class to their partner. To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Tell the listening partner to pay careful attention and encourage him/her to ask questions to help get to the answer. Circulate among the pairs and provide assistance as needed. After each student has had a chance to guess which animal the partner described, ask volunteers to share their descriptions with the class.

Listen to Write

INFORMAL ASSESSMENT Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

1. then I ate lunch and then I played ball.
2. had We had a picnic in the park.
3. were The baby tigers were so cute.
4. zoo The zoo is my favorite place to visit.
5. they They live on a farm.
6. next Next we fed the seals.
7. went My class went to the museum.
8. saw I saw the monkeys playing.
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about a visit to the zoo. Say: Think about a time when you visited the zoo and what you saw and did there. Then display the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing

Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Have students make a drawing of their visit to the zoo. Ask them to include details in their drawing that will help them to write about it, such as the different animals, what they looked like, and how and where they lived.

Organizing Ideas

COOPERATIVE TASK

Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

Drafting

Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about your visit to the zoo. Remind students to use all of the words in the Words to Learn box in their writing. Encourage them to use adjectives and to refer back to the ideas they discussed with their partners.

Revising

Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use and position of adjectives, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of Our Trip To The Zoo to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

Publishing

Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover and title page of Where I Live. Ask students: What is a title? (the name of a book, story, or poem) Have students point to the title and say: The title of this book is Where I Live. Have students repeat after you. Open the book to the title page and ask: What is an author? (The person who wrote the book or story.) Have students point to the author’s name. Ask a volunteer to read the author’s name. Then say the title and the author’s name and have students repeat it after you: Where I Live by Amy White.

Features of a Sentence  Review capitalization and end punctuation by going over the capital letters, exclamation points, periods, and question marks in sentences on pages 2, 3, and 16. Have students look at other sentences throughout the text to reinforce capitalization and end punctuation skills.
Genre

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. *Where I Live* is an example of explanatory writing. Explain: *Explanatory writing gives information about a topic. It describes or explains something. Sometimes pictures are used to help the reader understand the information.* Discuss with the class where they might see examples of explanatory writing. To begin the discussion, you may also provide some examples of explanatory writing such as textbooks, book reports, or magazine articles.

Frontload Vocabulary

Point to each word and vocalize it syllable by syllable. Have students repeat the words after you, blending syllables as necessary. Repeat the process and then point to a word and have students read it aloud. Next, point to the word *some*. Explain to students that we use *some* when we want to talk about the amount of something but the exact amount is not important. Next, write the sentences below on the board.

I need to buy some shirts.
I see some people in the park.

Read the first two sentences and have students repeat them. Ask: *Do we know exactly how many shirts or people? Is this important information? Explain: In these sentences we are using “some” to talk about things we can’t count: sand, juice, homework. We can count things that contain them or are parts of something such as a pail, a glass, or an assignment, the things themselves cannot be counted.*

Activate Prior Knowledge

Display the *Spotlight on English Community* photo cards and/or images you have gathered from the Internet that depict places in the community. Ask students to identify the places or say the word and have students repeat after you. Have the class talk about what they know about each place. Ask: *Are these places they can find in a city, in a town, or in the country?* Have students talk about some of the places they may know firsthand. Ask them to determine if where they live is a city, a town, or the country.

Close

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of *Where I Live*. You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

Echo Reading  Read aloud Where I Live and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

Guided Reading  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

Developing  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

Expanding  Explain that every story has a narrator, the person telling the story. Sometimes the narrator is a character in the story. Say: Words such as I, me, and mine show the narrator is a character in the story. This is called first-person point of view. Explain that sometimes the narrator is watching the action in a story. Say: Words such as, he, she, it, they, her, him, and them show the narrator is watching what is happening. This is called third-person point of view. Use questions such as these for students to identify the author’s point of view. Students may answer in short phrases or sentences.

More Complex  Use questions such as these for students to make judgments about the information in the text. Students should answer and elaborate on their answers in complete sentences.

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<tr>
<td><strong>Where does Marcella live? (in a city)</strong> Have students describe Marcella and where she lives. Encourage students to explain their answer.</td>
<td><strong>Who is Marcella? (the girl telling the story)</strong> Have students identify the point of view of the story and the clues that helped them to get their answer.</td>
<td><strong>What kind of city does Marcella live in? (a big city)</strong> Encourage students to talk about what it might be like to live in that city. Have students talk about what might be fun about living in a city and what problems there might be living in a city.</td>
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Where I Live
### Developing

**Pages 4–5**

- **What do they sometimes give Marcella at the grocery store? (an apple)** Have students talk about things they see in a grocery store.

**Pages 6–7**

- **What does Marcella like best? (the playground)**
  - **How does Marcella go to school? (she walks)** Encourage students to talk about how they come to school. Have students describe the school in the photo.

### Expanding

**Pages 6–7**

- **Why does Marcella go to the post office? (to mail letters)**
  - Encourage students to talk about things they can see at the post office.

**Pages 8–9**

- **Who goes to the gas station? (people who want to get their cars fixed or washed)**
  - Have students describe the gas station in the photo. Encourage students to provide lots of details in their descriptions.

### More Complex

**Pages 6–7**

- **Why does Marcella get an apple sometimes when she goes to the grocery store?** Encourage students to talk about when it would be okay to accept an apple from someone and when it is not okay.

**Pages 8–9**

- **Why does Marcella like the playground best? Does Marcella live near her school?** Encourage students to give their opinions about Marcella’s park. Have students talk about whether or not they would like to live close to school. Encourage students to explain their reasoning.

**Pages 10–11**

- **What is special about the bakery? (it smells so good there)**
  - Have students talk about the smells of different places in the community such as a pizza shop, a park, a gas station, a school, or any other place in the community.

- **Why does Marcella like the pizza shop?** Have students speculate about why Marcella and her family might go to the pizza shop every two weeks. Encourage students to talk about when they might have a meal in a restaurant with their families.
### Week 7

#### Day 2

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<td>▶ What can you see at the fire station? <em>(big red trucks)</em> Have students talk about who works at the fire station and what kind of work these people do. Ask students if they know how to call these workers.</td>
<td>▶ Who works in the office building? <em>(many people, Marcella’s doctor)</em> Encourage students to talk about what kinds of workers work in office buildings. Have students talk about things we can see in an office building.</td>
<td>▶ Is Marcella’s doctor’s office in a big building? <em>(yes)</em> How do you know? <em>(many people work there, the photo shows a tall building)</em> Encourage students to talk about what it might be like to work in this office building. Have students talk about whether or not they would like to work in a big office building. Encourage students to elaborate on their answers.</td>
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<td><strong>pages 14–15</strong></td>
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<td>▶ How does Marcella’s mother go to work? <em>(the subway)</em> Have students talk about how their parents go to work.</td>
<td>▶ What kind of home does Marcella have? <em>(an apartment or a townhouse)</em> Have students explain their answers. Encourage students to talk about what kinds of homes people have who live in cities, in towns, and in the country.</td>
<td>▶ Why does Marcella’s mother take the subway to work? Encourage students to talk about what might be good and bad about taking a subway to work. Have students talk about other ways people get to work and what is good and bad about using these forms of transportation.</td>
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<td><strong>page 16</strong></td>
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<tr>
<td>▶ Where do you live? Have students describe where they live and whether or not it has places like the ones in Marcella’s community.</td>
<td>▶ Which point of view is used the most in this book? <em>(first person)</em> Have students talk about what clues led them to their answer.</td>
<td>▶ Why did the author write this book? Remind students of the four purposes for writing: to inform, to describe or explain, to persuade, and to entertain. Encourage students to talk about whether or not the author achieved her purpose.</td>
</tr>
</tbody>
</table>
Practice and Apply

Lead a discussion about other places in a community that Marcella didn’t mention. Ask: *What are some other places in a community? What do people do there? Who works there?* Spend some time talking about all of the places students know of in their community. You may wish to use the *Spotlight on English Community* photo cards and/or images you have gathered from the Internet that depict community workers. Discuss with students how these workers are important to a community. Ask: *Where do your parents or other family members work?*

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

Consonant p and Consonant Blend pl  Write the sentence below on the board. Say it aloud a few times, enunciating the /pl/ consonant blend. Have the class repeat the sentence after you. Explain: This sound can be found at the beginning, in the middle, or at the end of a word. The /p/ part of that sound doesn’t have the same puff of air as it has when it is alone. Remind students that the /l/ sound is produced by placing the tongue against the ridge behind the upper teeth and having the air flow out over the sides of the tongue.

Plain purple plums are pleasant, but a simple plump apple pleases plenty of people.

Say the following words and have students repeat them after you several times: As students say the words have them concentrate on the initial sounds /p/, /l/, /pl/.

COOPERATIVE TASK  Tell students that they will hear some words, and they must decide if the /pl/ sound is at the beginning, in the middle, or at the end of the word, or if it isn’t in the word at all. Divide the class into four groups. Assign each group a category: beginning sound, middle sound, end sound, and no sound. Explain: Your group will stand up if the word you hear fits in their category. Provide an example, such as pants, and explain to students: Since this word does not contain the /pl/ blend, the group representing no sound should stand up. Say each word at least twice. Next, display the word list on the board, say the words, and have the class repeat them after you. Words to say (and later display):

- purple  plan 
- apple  simple  
- pad  supply
- employ  plane
- plus  pen
- apron  plump
- ample  plastic
- couple  pod
- plod  applaud

Finally, refer students back to the sentence on the board and chorally recite it again with the class. Say: You are going to practice saying it with a partner. Try to say it as quickly, clearly, and accurately as you can. After students have practiced the sentence with their partners, ask volunteers to say the sentence for the class.
Practice and Apply

Tell students: *I will say some words that you will write on a sheet of paper.* Say the word at least twice and give students time to write the word. Ask volunteers to write the words on the board and then sound them out. Then have students read the words to a partner. Words to say:

- play plan
- apple people
- plus place
- simple please
- plow plush

Fluency Practice

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the word cards and tell students you are going to say a word and they will write it on a sheet of paper. Say the word at least twice and allow students time to write the word: *this, where, live, places*. Then, write the words on the board and have students self-correct their spelling.

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

I take the subway to get around.
People like traveling underground.
Some may go to work or to the store
While some may not go near their own door.
But the subway takes you very far,
Anywhere you can go in a car.

Close

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Grammar and Usage

**Personal Pronouns**  Say: *The words in a sentence have jobs to do. One job is to say who is doing the action. Sometimes a noun names who is doing the action. Sometimes we can use a pronoun for the same job. Pronouns take the place of nouns.*

Write the sentences below on the board. Read them aloud as students follow along.

- The students play games while they learn. They like to play.
- Marcella lives in a city. She likes where she lives.
- You like to eat pizza.
- I live in a small town.

**Subject Pronouns**  Have students identify who is doing the action in each of the sentences above. Circle the word. Then point to the pronoun *they* in the first sentence. Explain: *This word takes the place of the students. They is a pronoun that talks about more than one of something.* Continue this procedure for the next three sentences. When students identify the subject *you* and *I* in the last two sentences, explain that these words are also pronouns.

**Object Pronouns**  Underline the objects: *me, the students, my brother and me, Katie, the new boy, and the dog.* Explain: *We can use a different kind of pronoun when we want to replace a noun that is not doing the action. These object pronouns are: me, you, him, her, it, us, and them.* Point to the words on the board as you say them. Then point to the first sentence and say: *We use me here instead of I because my mother is doing the action.* Have students provide the subject pronoun that can replace the words you underlined. Tell students that not all sentences can have a subject pronoun to replace it.

**Possessive Pronouns**  Explain to students: *There is another kind of pronoun. These pronouns show who owns something or the relationship of someone or something to another person. The possessive pronouns that do this are: my, your, her, its, his, our, and their.* Point to the words on the board as you say them. Then hold up a book and say: *This is my book.* Ask students about their possessions such as: *Is this your pencil? Are those your shoes? Is that your friend?* Encourage students to respond in complete sentences using the correct possessive pronoun. Then point out items in the classroom and ask to whom it belongs to such as: *Is this your class? Is that his book? Is that her desk?* Have volunteers respond in complete sentences.
Practice and Apply

**COOPERATIVE TASK** Display the sentences below on the board or create a worksheet to distribute to each student. Have students work with a partner to determine which word best completes the sentence. Ask volunteers to share their responses with the class.

1. (My, me) house is on Elm Street.
2. The teacher gave (she, her) a marker.
3. The dog licked (it, its) paw.
4. (He, Him) is my friend Ryan.
5. Someone gave (we, us) some apples.
6. Marcella walks to school with (him, his).
7. (We, Our) eat pizza every two weeks.
8. (Us, Our) school is new.
9. (You, Your) puppy is funny.
10. (Me, I) live in a city.

**Review / ELLs**

For students experiencing difficulties identifying the correct pronoun to use in the sentences in the activity above, do the activity as a group. Remind students that an object pronoun often has a word such as with, to, for, or from before it. For sentences that have an object pronoun as a choice, say: *Put the word to in front of the pronoun and then read the sentence. Does it make sense?* For subject pronouns, have students put a person’s name in place of the subject pronoun to see if the sentence makes sense. Finally, for possessive pronouns, have students substitute the word Mike’s and have students decide whether or not the sentence makes sense.

**Talk It Out** **COOPERATIVE TASK** Have students work with a partner. Prior to class, prepare sets of cards with all the personal and possessive pronouns written on them. Prepare enough sets for the number of pairs of students in the class. Distribute the sets to each pair. Write the instructions in the *Topic of Discussion* box on the board. Then tell students they will choose one card, read the pronoun, and make a sentence using it. Be sure to model an example. Circulate among the pairs and provide assistance as needed. Ask volunteers to say what the pronoun is and share their sentences with the class.

**Close**

**Write It Out** To bring closure to Day 4, have students write two sentences. Each sentence must contain two pronouns. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Remind students: A riddle is a series of sentences that describe something in an indirect way. It may use clues that hint at the answer. It can be funny or serious, but a riddle offers different ways of looking at something. Read the riddle below to the class.

Tell students they can ask three yes/no questions to help them accurately guess what you described. You may provide examples to review the structure of yes/no questions such as: Is it a store? Can you buy something to eat there? Elicit other questions and guesses from the class before confirming the correct response.

You can smell me before you see me. I have some warm things for you. I can give you something sweet. I can help you with breakfast, lunch, or dinner. What am I? (Answer: a bakery)

Practice and Apply

COOPERATIVE TASK Have students work with a partner to think of a place in the community and how to describe it in a riddle. Say: Think about this place and what you can see, hear, smell, taste, or touch there. Give your partner three clues to help them guess the place you are describing. You will end your riddle with “What am I? ” To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their riddle with the class. Encourage the class to politely offer yes/no questions that will help them to find the answer to the riddle.

Listen to Write

INFORMAL ASSESSMENT Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

1. many There are many stores at the mall. 6. also I have two cats, and I also have a dog.
2. where The supermarket is where we buy food. 7. live Mandy’s aunt and uncle live on a farm.
3. people Many people work in an office building. 8. subway Maria takes the subway to work.
4. some Mom wants us to eat some vegetables. 9. this This is my favorite book.
5. library Do you like to go to the library? 10. places We visit many places in the city
Culminating Activity

**Writer’s Workshop**

Explain: *Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers.* Tell students they are going to write a letter to a friend about where they live. Say: *Think about the places in your community and the things people do there.* Then display the writing prompt on the board and read it aloud.

**Writing Prompt**

Describe the places you want your friend to visit and the things people do there.

**The Writing Process**

**Pre-writing**

Explain: *The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write.* Have students make a drawing of a place where they live and something people do there. Ask them to include details in their drawing that will help them to write about it.

**Organizing Ideas**

**COOPERATIVE TASK**

Explain: *The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep.* Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing. Encourage them to use different kinds of pronouns, and to refer back to the ideas they discussed with their partners. You may want to show them an example of a letter format.

**Revising**

Explain: *The next step in the writing process is revising. In this step, we check our work to make sure there are no errors.* Have students revise their drafts to check for correct spelling, correct use of pronouns and verb forms, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the *Words to Learn* box at the end of *Where I Live* to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

**Publishing**

Explain: *The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing.* Distribute papers to students with a blank space for their drawing and with spaces for a heading, a closing, and lines for the body of their letter where students can copy their writing. Tell students that once they have produced a neat copy of their letter, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover and title page of *The First Thanksgiving*. Ask students: *What is a title?* (the name of a book, story, or poem) Have students point to the title and say: *The title of this book is The First Thanksgiving*. Have students repeat after you. Open the book to the title page and ask: *What is an author?* (the person who wrote the book or story.) Have students point to the author’s name. Ask a volunteer to read the author’s name. Remind students that the illustrator is the person who makes the drawings that go with the text. Have students point to the illustrator’s name. Then say the title, author and illustrator and have students repeat it after you: *The First Thanksgiving* by Amy White, illustrated by Karelyn Siegler.

Using Text Features to Find Information  

Remind students: *Sometimes a book will have things in it to help us find key facts or information. A table of contents tells us what are the sections or chapters in a book and also tells us the page where we can find that information. A glossary will provide us with a list of new words and their meanings*. Provide examples of tables of contents, glossaries, and texts with headings or icons. Lead a discussion with the class about the kind
of information these items provide. Finally, have students look at the **Words to Learn** box at the end of the book. Ask the class: What does this box tell us? (the words they need to know from the text; also known as “key words”)

### Genre

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. **The First Thanksgiving** is an example of informational writing. Explain: Informational writing tells the reader about a topic. It can be about a person, a place, or a thing. Informational writing often includes illustrations or photographs. Lead a discussion about where students might have read or seen informational writing. To begin the discussion, you may also provide some examples of informational writing, such as textbooks or how-to books.

### Frontload Vocabulary

Point to each word and vocalize it syllable by syllable. Have students repeat the words after you, blending syllables as necessary. Repeat the process and then point to a word and have students read it aloud.

Next, explain: Barley is a grain similar to wheat. It is used to make many different kinds of foods. It is sometimes used to feed farm animals, too. Explain that a **feast** is a meal with a lot of different foods. A feast is a way to celebrate a special event. Point to the word **pumpkin** and ask: What can we make from pumpkins? Point to the word **Native Americans** and explain that these are people who lived in this country before other settlers came. Finally, point to the word **Pilgrims** and explain: The Pilgrims were a group of people who came to this country from England. They settled in what is now the state of Massachusetts.

### Activate Prior Knowledge

Have students talk about when they might have feasts in their home, family, or community. Ask them what kinds of foods are served at these feasts and what their favorite foods are. Encourage students to talk about foods that are special for certain occasions. Ask: Why do you think people celebrate with feasts?

Have students talk about what they know about Native Americans. Ask: What does a Native American look like? What kinds of things did Native Americans do long ago?

### Close

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of **The First Thanksgiving**. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *The First Thanksgiving* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to demonstrate understanding of cause-and-effect relationships. Remind students: *A cause explains why something happened and an effect is the result.* Point out that sometimes signal words, such as *because* and *so,* can point to cause-and-effect relationships. Students may answer in short phrases or sentences.

**More Complex**  Use questions such as these for students to identify the main topic and key details in the text and how the illustrations help to understand the key ideas in the text. Students should answer and elaborate on their answers in complete sentences.

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<tr>
<td><em>Where were the Pilgrims from? (England)</em> <em>What was the name of their ship? (the Mayflower)</em> Encourage students to talk about where their families are from and how people come to this country now. Have students talk about what it might have been like travelling on the Mayflower.</td>
<td><em>Why did the Pilgrims leave England? (They were not happy in England.) Where did they go? (to America)</em> Point to England and to America on a map. Indicate the large distances. Encourage students to talk about why the Pilgrims would go so far away from home.</td>
<td><em>What is the main idea on these pages? (The Pilgrims sailed to America on the Mayflower.)</em> Encourage students to talk about how the illustrations helped them to understand the text.</td>
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### Developing

**pages 4–5**

- **How was life for the Pilgrims in America?** *(hard)* Encourage students to talk about how the Pilgrims were feeling when they first arrived in America and how they felt when they were having a hard time.

### Expanding

- **What did the Pilgrims think life might be like in the United States?** *(better)* Were they right? *(no)* Encourage students to talk about what the Pilgrims might have thought would happen to them in America. Have students talk about where they think the Pilgrims might have gotten these ideas about life in America.

### More Complex

- **How were the Pilgrims ideas about America different from what really happened?** *(They thought life would be better, but it was very hard.)* Have students talk about how the Pilgrims lived based on what they see in the illustrations.

### Developing

**pages 6–7**

- **Who did they meet?** *(Native Americans)* Have students talk about what it might have been like when the Pilgrims first met the Native Americans. Encourage students to talk about what each group might have felt.

### Expanding

- **Why was life hard for the Pilgrims?** *(They did not know how to find food.)* Have students talk about where they get food. Remind students that the Pilgrims did not have these things. Encourage students to talk about where they think the Pilgrims might have found food before the Native Americans helped them.

### More Complex

- **What is the main idea on these pages?** *(The Pilgrims did not have enough food)* Encourage students to talk about how the illustrations show that the Pilgrims were having a hard time.

### Developing

**pages 8–9**

- **What did the Pilgrims have to eat?** *(corn, pumpkins, wheat, barley, peas)* Tell students that bread is made out of wheat. Encourage students to talk about which of those foods they like to eat. Have students talk about the foods they eat at home.

### Expanding

- **How did the Native Americans help the Pilgrims?** *(They taught the Pilgrims what to plant.)* Encourage students to talk about why they think the Native Americans helped the Pilgrims. Encourage students to talk about experiences when they helped someone. Have students talk about why they helped that person.

### More Complex

- **What is the main idea on these pages?** *(Native Americans knew how to get food and helped the Pilgrims.)* What are some key details about this main idea? *(The Pilgrims soon had food.)* Encourage students to talk about how the Native Americans helped the Pilgrims get food based on the illustration.
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<td>► <strong>What did the Pilgrims learn how to do?</strong> (hunt and fish)</td>
<td>► <strong>How did the Pilgrims want to thank the Native Americans?</strong> (They wanted to have a feast with them.) Encourage students to talk about whether or not the Pilgrims had a good way to thank the Native Americans for their help.</td>
<td>► <strong>Why would the Pilgrims invite the Native Americans to a feast?</strong> (They now had food and wanted to share it with the people who helped them.) Have students talk about how the illustrations show the friendship between the Pilgrims and the Native Americans. Encourage students to talk about why these two groups of people became friends.</td>
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<td><strong>Who did the Pilgrims invite to a feast?</strong> (their Native American friends) Have students talk about why it was important to learn how to hunt and fish. Encourage students to talk about any experiences they have had hunting or fishing</td>
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<td><strong>pages 12–13</strong></td>
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<td>► <strong>How long ago was the First Thanksgiving?</strong> (almost 400 years ago) Encourage students to talk about clues that showed the First Thanksgiving was a long time ago. Have students talk about the clothes the people wore.</td>
<td>► <strong>How do we show that the First Thanksgiving was important?</strong> (We still celebrate it today.) Have students talk about other important traditions we have in this country or they have in their family.</td>
<td>► <strong>What is the main idea on these pages?</strong> (Thanksgiving is an important day.) <strong>What are some key details about this main idea?</strong> (We still celebrate it 400 years later.) Have students look at the calendar on page 13 and tell what day of the week Thanksgiving is celebrated. Have students explain how the calendar tells us when Thanksgiving is celebrated.</td>
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<td><strong>pages 14–15</strong></td>
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<td>► <strong>What do people do on Thanksgiving?</strong> (eat turkey, potatoes, pumpkin pie; spend time with family and friends) Have students talk about what they do on Thanksgiving.</td>
<td>► <strong>Why do we have so much food on Thanksgiving?</strong> (to celebrate with our family with the foods from the First Thanksgiving) Have students talk about which Thanksgiving foods they like and why. Encourage students to talk about who makes these foods.</td>
<td>► <strong>What is the main idea of this book?</strong> (to explain the history and importance of Thanksgiving) Encourage students to talk about the key details that support this main idea.</td>
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Day 2

Practice and Apply

Lead a discussion about helping people and showing thanks. Students may answer in short phrases or complete sentences. Ask students about people who have helped them. Then ask students about people they have helped and what they did to help them. Then ask: What are some of the things we can do to show our thanks without words? What kinds of things would you do to say thank you to someone without using words?

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

Consonant Blend mp  Write the sentence below on the board. Say it aloud a few times, enunciating the /mp/ consonant blend. Isolate the individual sounds, and then blend them in the word jump. Have the class say the individual sounds and then blend them. Say the words in the example sentence that have the /mp/ blend and have the class repeat them after you. Then say the sentence once more and have students repeat after you.

Plump pumpkins jumped and thumped on the camel’s hump as it clomped and limped to the clump of trees at the simple camp.

Tell students: I am going to say some words that you will write on a sheet of paper. Say each word at least twice and give students time to write the word. Ask volunteers to write the words on the board and then sound them out. Then have students read the words to a partner.

Controlled Consonant r  Write the sentence below on the board. Say it and have students repeat it after you. Point out the following words: word, Albert, herd, purple, and turkeys. Say these words, emphasizing the controlled r sound. Explain to students: Each of the words has this sound, but the spelling of this sound is different. Point to each word again, say it, and have students repeat it after you.

My word, Albert, look at that herd of purple turkeys!

Write the words below on the board. Say the words and have students repeat them after you. Then point to a word and have volunteers read it aloud.

fur   her   sure
heard  learn  turn
bird   girl   whirl

Practice and Apply

Cooperative Task  Prior to class, prepare vocabulary card sets, one set for each pair of students, using the controlled r words from the example sentence and the word list you wrote on the board of the previous activities. Tell students: You will read the words aloud to a partner. Distribute the cards and have students practice reading the words. Remind students to follow the word with their fingers as they read it. Then show random words to the class and ask volunteers to read them aloud.
Review / ELLs

Explain to students that the sound they need to make is like a dog growling. Have students growl with you. Then growl and say the words on the board. Have students repeat after you. Then point to the word and ask volunteers to growl and say the word you indicate.

Fluency Practice

Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

Native Americans helped the Pilgrims,
Who were desperate to find something to eat.
They showed the Pilgrims how to hunt and fish,
And showed them how to grow barley and wheat.
Then they had an evening meal together,
It was the first ever Thanksgiving feast.
Now each year all families have a feast,
And we all eat turkey and pumpkin pie.
We give thanks for the good things in our life
In the year that is about to go by.

Close

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.

Class Prep

Prior to class, prepare vocabulary card sets of the *Words to Learn* using index cards, one set for each pair of students:
- barley
- feast
- hunt
- Native Americans
- Pilgrims
- pumpkins
- turkey
- wheat
Grammar and Usage

Capitalization of First Word, the Pronoun I, and Proper Nouns  Display the following sentence on the board.

My family and I go to the San Diego Zoo in California.

Ask volunteers to point out and circle the capital letters in the sentence. Point to the capital letter in my and ask: Why is this letter capitalized? (It is the first word of the sentence.) Point out the word I and remind students that this word is always capitalized.

Explain to students: The other words in the sentence are capitalized because they are proper nouns. Remind students that proper nouns are names of a specific person, a specific place, or a specific thing. Explain: San Diego is the name of a city. Zoo is capitalized because it is not any zoo; it is the San Diego Zoo. We know the name of the zoo and the whole name must be capitalized. California is capitalized because it is the name of a state.

Cooperative Task  Have students work with a partner to think of five other proper nouns. Remind students that these words are names. Have students look through the text of The First Thanksgiving and point out the proper nouns. Then, encourage students to come up with at least one proper noun that is a person, one that is a place, and one that is a thing. Ask volunteers to share their ideas with the class. Write students’ ideas on the board.

Capitalization of Dates and Holidays  Write today’s date on the board, for example:

Thursday, October 9

Circle the capital letters and explain to students: In English, the days of the week and months of the year are always capitalized. Ask volunteers to write yesterday’s date and tomorrow’s date on the board. Look up the day and date for Thanksgiving, New Year’s Eve, Independence Day, and Halloween. Write the names of the holidays on the board and explain: These holidays are names. Because they are names, they are proper nouns and must be capitalized. Say the day and date of each holiday, and have volunteers write them on the board next to the holidays to which they correspond.
Practice and Apply

**COOPERATIVE TASK** Prior to class, prepare sets of sentence strips containing five to seven sentences without any capitalization, one set for each pair of students. Use sentences such as the ones below.

- i like to give my mom gifts.
- we celebrate thanksgiving in november.
- jill goes to school on pine street.
- mrs. green is from new york city.
- mike and i go to the ford library on tuesdays.
- my birthday is on sunday may 6.

Distribute the sets to each pair of students (or groups of three) and read the sentences aloud. Tell students: *There are mistakes in these sentences. Work with your partner to correct them.* Have pairs write the corrected sentences on a separate sheet of paper. Circulate among the pairs or groups and assist students as needed. Have volunteers write their corrected sentences on the board and explain why they chose to capitalize the words they did.

**Talk It Out** **COOPERATIVE TASK** Tell students that they are going to talk with a partner about their lives. Explain: *You will ask your partners questions about their family, the names of family members, birthdays, where they live, hobbies and interests, and pets.* Read the sample questions in the *Topic of Discussion* to provide examples and to start the conversation. Tell students that they will answer in complete sentences. Remind students to listen carefully to what their partner says. Suggest that they take notes to remember what their partner said. Circulate among the pairs and assist them when necessary. Then ask volunteers to share with the class what they learned about their partners.

Close

**Write It Out** To bring closure to Day 4, have students use the information they learned from interviewing their partner to write sentences about their partner. Remind students to capitalize the first word of the sentence, any proper nouns, and any dates in their sentences. Have students read their sentences to the class, say which words they capitalized, and explain why.
Speaking and Writing

Model

Explain to students that you are going to talk about a celebration or event that you enjoy. Use the script below. Then have the class ask you questions to learn more about it and why you like it. Have students ask you questions such as: What do you do on picnics? Where do you go? What do you eat?

I like picnics. I do fun things on a picnic. I eat lots of good food. I spend time with family and friends.

Practice and Apply

Cooperative Task

Have students work with a partner to think of a celebration and describe it. Say: First, think of a celebration. Then think of three details to describe the celebration. Explain to students that they will make one statement and then their partner will ask questions. To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Students should ask their partner at least three questions. Circulate among the pairs and provide assistance as needed. Then have volunteers talk about their celebration or event and have other volunteers ask them questions about it. Encourage the class to politely offer questions.

Listen to Write

Informal Assessment

Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

Topic of Discussion

A Celebration
1. What is the celebration?
2. When do you celebrate it?
3. Where do you celebrate it?
4. What do you eat?
5. What things do you do?

| 1. turkey | We had a big turkey for dinner. |
| 2. feast | There is always a big feast at Thanksgiving. |
| 3. pumpkins | The class decorated pumpkins for Halloween. |
| 4. barley | My grandmother makes delicious barley soup. |
| 6. wheat | Do you like wheat bread? |
| 7. Native Americans | Many Native Americans live in the West. |
| 8. hunt | We had a scavenger hunt at Lucy’s birthday party. |
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students that they are going to write about Thanksgiving in their home (if they do not celebrate Thanksgiving, have them imagine doing so). Say: Think about what you and your family do to celebrate Thanksgiving. Then display the writing prompt on the board and read it aloud.

Writing Prompt

How do you celebrate Thanksgiving?

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Have students make a drawing of a Thanksgiving celebration in their home. Ask them to include details in their drawing that will help them to write about it, such as what foods they eat, who attends the celebration, and so on.

Organizing Ideas COOPERATIVE TASK

Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

Drafting

Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about your Thanksgiving celebration. Remind students to use all of the words in the Words to Learn box in their writing. Encourage them to use proper nouns, and to refer back to the ideas they discussed with their partners.

Revising

Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct capitalization of proper nouns, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of The First Thanksgiving to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

Publishing

Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.