Santillana
Spotlight on English
K
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.
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K
Guided Reading
Manual
Academic English for success in content and literacy
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What Is the Spotlight Guided Reading Manual?

This 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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 ✔ Genre  
 ✔ Frontload Vocabulary  
 ✔ Activate Prior Knowledge  
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| 2    | ✔ Listening and Reading: Echo Reading/Guided Reading  
 ✔ Developing/Expanding/More Complex (group questioning strategies)  
 ✔ Practice and Apply  
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| 3    | ✔ Phonics and Phonemic Awareness (Vocabulary Strategies for Levels 3–6)  
 ✔ Practice and Apply  
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 ✔ Writer’s Workshop: The Writing Process |

### Guided Reading References

Warm Up

Concepts About Print

Have students look at the cover of **Welcome to Kindergarten!** 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 Welcome to Kindergarten!* Have students repeat the title after 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 title page: *What is this page called? (the title page)* Next, 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: **Welcome to Kindergarten!, by Amy White.** Have students repeat after you.
Genre

Explain to students that we read to learn. There are stories, rhymes, and books that explain or describe things. Say: Some of the things we read are about real people, places, or things. Other things we read are pretend: they are not real. Welcome to Kindergarten! is a book that explains or describes a real place. Lead a discussion that gives examples of actions that are realistic and actions that are fantasy (walking to the store vs. flying with wings to the store).

Frontload Vocabulary

Use the Spotlight on English School photo cards and/or images you have gathered from the Internet that illustrate the Words to Learn. Show the image for cafeteria. Say: This is the cafeteria. Have students repeat the word after you. Repeat this process several times for all words. Then show different images at random and have students identify the words they represent. Finally, spread the images on a desk. Say a key word and have volunteers select the image that depicts the word you said.

Activate Prior Knowledge

Lead a discussion about different people and places in a school. Explain: There are many people and places in a school. There are many things people do in school. Display the Spotlight on English School photo cards and/or images you have gathered from the Internet to name and illustrate school activities, school workers, and school places. Point to yourself and say: I am a teacher. I teach children. I read to my class. Point to a student and say: He/She is a student. Then point to two students and say: They are students: one student, two students. Have students repeat after you. Next, associate meanings to the images. Show the image for nurse. Explain: There are other people who work in the school, such as the nurse. The nurse helps us when we get sick or if we get hurt. Follow a similar procedure with the other images.

Gesture around the classroom and ask: Where are we now? (a classroom) Ask students what kinds of activities happen in the classroom. Refer back to your images or photo cards to facilitate the discussion. Next, show an image of cafeteria. Say: The cafeteria is where we can have something to eat. Ask: What things do you like to eat in the cafeteria? Then, have students talk about what they do on the playground. Finally, display the images or photo cards and have students match the names of the people, places, and activities at school with their corresponding images.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of Welcome to Kindergarten! 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 *Welcome to Kindergarten!* 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 track print as you read and they repeat. Say: *We use our fingers to show the direction we read the words.* This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts 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 rather than phrases or complete sentences.

**Expanding**  Use questions such as these to help students describe what they see in the images. This helps them to understand the text. Students may answer in short phrases.

**More Complex**  Use questions such as these to help students compare and contrast what they read with what they know. Students should answer in short, complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>What are the children doing?</strong>  (going to school) <em>What does the school look like?</em> (clean, well lit, pictures on walls) Encourage students to discuss why the students are smiling and why they believe the school is well lit and clean.</td>
<td><strong>How are the children in the book like you? How are they different?</strong> Encourage students to compare and contrast clothing, articles (book bags), and physical appearance. <em>How is the school in the book like your school? How is it different?</em> Encourage students to focus on color, size, and shapes.</td>
</tr>
</tbody>
</table>
### Developing

**Pages 4–5**
- **What is a school office?** (where the secretary and principal work)
- **What do you see at the nurse’s office?** (the nurse, things for cuts, cabinets, a table)
Encourage students to discuss who works at these places and why someone would go there.

**Pages 6–7**
- **What do you do in the cafeteria?** (eat)
- **What are they doing in the library?** (reading a story)
Encourage students to discuss other things they do in these places, what is fun about these places, and things they can find in these places.

**Pages 8–9**
- **What are the children doing on the playground?** (sliding/playing)
- **What are the children learning about in the classroom?** (numbers)
Encourage students to discuss other activities that happen in these places.

### Expanding

**Pages 4–5**
- **What is the woman doing in the office?** (working on the computer)
- **Why do you go to the nurse’s office?** (when you are sick or hurt)
Encourage students to discuss things they can see at the office and the nurse’s office. Have students talk about the things people do in each place.

**Pages 6–7**
- **What is for lunch in the cafeteria?** (salad, fruit, milk, fruit, meat)
- **What do the children think about the story they are reading?** (they like it)
Encourage students to describe other things they see in the photos such as the people, clothes, colors, and other items. Have students explain how they know the children like the story.

**Pages 8–9**
- **What other things can children play on in the playground?** (monkey bars, things to climb)
- **What are the children doing in the classroom?** (playing a number game)
Encourage students to describe what they see and the children playing there. Have students explain how they know the children are playing a game in the classroom.

### More Complex

**Pages 4–5**
- **How are the places in the book like the ones in your school?**
- **How are they different?**
Encourage students to focus on the items found in each place, the people who work there, and what each place looks like.

**Pages 6–7**
- **How is the cafeteria in the book like the cafeteria in your school?**
- **How is it different?**
- **How is the library in the book like your school library?**
- **How is it different?**
Encourage students to focus on how things are displayed in each place, the people they see there, the items that can be found there, and the activities that happen there.

**Pages 8–9**
- **How is the playground in the book like the playground in your school?**
- **How is it different?**
- **How is the classroom in the book like the one in your school?**
- **How is it different?**
Encourage students to focus on the people and items in each place, what each place looks like, and the activities that happen there.
### Week 1

#### Day 2

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pages 10–11</strong></td>
<td></td>
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<tr>
<td>- What are the children doing at the activity center? <em>(playing a game)</em></td>
<td>- What are the children playing on? <em>(a rug, a map)</em> What does the boy have? <em>(pencil and paper)</em></td>
<td>- How are the classes in the book different from your classes? How are they the same? Encourage students to describe the classrooms and activities depicted in the photos as they compare and contrast them with their own class.</td>
</tr>
<tr>
<td>- What is the boy doing in class? <em>(reading and writing)</em> Encourage students to discuss what they do at an activity center and what kinds of things they read and write.</td>
<td>- Encourage students to describe the people in the photos, what they look like, their clothes, and how they might be feeling as they do the depicted activities.</td>
<td></td>
</tr>
<tr>
<td><strong>pages 12–13</strong></td>
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<tr>
<td>- What is the girl painting? <em>(flowers)</em> What are the children doing? <em>(playing music)</em> Encourage students to talk about how they know the girl is painting and the children are playing music</td>
<td>- What colors is the girl using to paint her picture? <em>(red, blue, green, orange, pink, purple)</em> How do the children play their instruments? <em>(they shake them up and down)</em> Encourage students to discuss how the children feel about the activities depicted in the photo. Have students explain how they know the children feel this way.</td>
<td>- How is painting like drawing? How is it different? How is singing like playing music? How is it different? Encourage students to discuss things they use to do each activity.</td>
</tr>
<tr>
<td><strong>pages 14–15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What are the children learning about? <em>(numbers)</em> Where are the children sitting? <em>(on the floor/in the classroom)</em> Encourage students to talk about what the children in the photos are doing and learning.</td>
<td>- Who is holding the number? <em>(the teacher)</em> Who is standing up? <em>(the teacher)</em> How do you know what she is? <em>(she’s a grown up)</em> Encourage students to describe the classrooms and the people in the photos.</td>
<td>- How are the teachers in the book like your teacher? How are they different? How are classrooms in the book like your classroom? How are the different? Encourage students to describe the teachers, what they are wearing and how they look. Have them describe the items in the classrooms depicted in the book and their own classroom. Students can also describe the children in the photos and the children in their class.</td>
</tr>
</tbody>
</table>
Day 2

Week 1

Welcome to Kindergarten!

Practice and Apply

Lead a discussion with the class about their first day of school. Encourage students to talk about what they thought it would be like and how it really was. Ask: What kinds of things happened on your first day to make you feel special? Then ask: What makes your school and your class special?

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.

Developing

- Who is special? (you)
  Encourage students to describe what makes someone special.

Expanding

- How do the children feel about kindergarten? (Elicit answers such as: they like it; it is fun; it is special.) Encourage students to talk about what makes kindergarten special.

More Complex

- The author wants to show us that kindergarten is special. How does she do this? Elicit answers about the activities they can do and the people there. Have students explain why they think kindergarten is special.

page 16

Who is special? (you)
Encourage students to describe what makes someone special.

How do the children feel about kindergarten? (Elicit answers such as: they like it; it is fun; it is special.) Encourage students to talk about what makes kindergarten special.

The author wants to show us that kindergarten is special. How does she do this? Elicit answers about the activities they can do and the people there. Have students explain why they think kindergarten is special.
Phonics and Phonemic Awareness

Letter i  Point to the vowel and say: *This is the letter i.* Point to the letter again, say it, and have students repeat after you. Repeat the process and trace the letter with your finger as you say it. Have students trace the letter in the air as they say it.

Short Vowel i Sound  Explain: *The letter i is a vowel. It can make different sounds.* Point to the vowel, say the short vowel sound, and then say the words under it as you point to them. Have students repeat after you. Ask: *What sound do all of these words have in common? (Be sure students pronounce the short i sound.)* Say the sound and have students repeat it after you. Ask: *What letter represents that sound? (the letter i)* Say the sound and write the letter i in the air. Do this again and have the class do this with you. Repeat this process a few more times. Then say the words again and have the class repeat them.

Write the following words on the board. Sound them out as you track the print. Have students repeat after you. Repeat the process several times. Then say: *I am going to say a word. If the word contains the sound i, raise your hands.* Read the list of words that you have written on the board in random order. Encourage students to listen carefully and only raise their hands when they hear the short i sound.

- bit
- hit
- pin
- fat
- it
- tip
- tap
- but
- hot
- pen
- fit
- inch
- zip
- zap

Class Prep

Write on the board:
✔ i

Class Prep

Write these words under the vowel:
✔ is ✔ sing
✔ office ✔ music
✔ this ✔ things
✔ children
Practice and Apply

**TOTAL PHYSICAL RESPONSE**  Sound out each word as you track the print. Have students repeat after you. Then say: *I am going to say the sentences again. Stand up when you hear a word with the i sound.* Read the sentences slowly to allow time for students to stand and sit after each word. Finally, ask the class: *What other words can you think of that have the i sound?* Have volunteers share their ideas with the class. Write the words on the board. Then follow a similar procedure, sounding out the words with the class and having students stand up when they hear the *i* sound.

**Fluency Practice**

**ECHO READING**  Read the rhyme below to students. Read the rhyme slowly and track the print from left to right with your finger. 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.

```
School is fun; there's so much to do.
We read and write and sing songs, too.
We draw and paint, and then we play.
We have a very busy day.
```

**Close**

To bring closure to Day 3, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.
Grammar and Usage

**Nouns**  Write the following words on the board. Explain: *Words have jobs. The words we use when we speak and when we write are called nouns. Nouns are naming words—their job is to name words. They name people, places, and things.* Point to and say the words on the board. Then say: *These are all nouns—they name people, places, and things.*

- children
- school
- office
- music
- number
- kindergarten
- nurse

Encourage volunteers to help identify which of the words in the first list go under what category. Then ask: *What are some other people, places, and things?* Write students’ ideas under the appropriate heading. Then say the words as you track the print and have the class repeat them after you.

**Proper Nouns**  Write the following on the board. Explain: *Some nouns are actual names of people, places, and things.* Say the words on the board and have students repeat them after you. Then ask volunteers to give examples of actual names of people, places, and things.

- New York
- Mrs. Becker
- Lucy
- Scott Elementary School
- Grant Park
- Statue of Liberty

**Review / ELLs**

Explain that a noun tells what someone or something is. Show students photos of people, places, and things found in the house or in school, or point to people and items in the classroom. Have students identify what they see. Then have them determine if what they see is a person, place, or thing.
Practice and Apply

Display the images you used in the *Frontload Vocabulary* section of this week. Review the vocabulary with students as you show the images. Ask students if each image shows a naming word for a person, place, or thing. Ask volunteers to talk about nouns related to school workers, the things they use to do their work, locations, and things found there.

**Talk It Out**  **COOPERATIVE TASK**  Have students work with a partner to talk about different activities in school. First, provide an example: *The teacher reads a book in the classroom.* Ask students to identify the nouns by asking the *Topic of Discussion* sample questions:  
- *Who does the activity?* (the teacher)  
- *What activity does this person do?* (read a book)  
- *Where does this person do the activity?* (in the classroom)  
Now ask: *What are the nouns?* (teacher, book, classroom) Tell them to take turns listening attentively to their partner’s statement and deciding which words are nouns. Give students enough time to perform the activity. Then ask volunteers to share their results with the class.

Close

**Write It Out**  To bring closure to Day 4, have students make a drawing of a place. Ask volunteers to share their drawings with the class and to identify the place. Have students identify the nouns they included in their drawings.
Day 5

Welcome to Kindergarten!

Speaking and Writing

Model

Tell students you are going to talk about your first day of school. Use the following example. Then have volunteers ask you questions about your first day of school. Provide examples to help start the discussion: Who was your teacher? Was he or she nice? What did you do at school that day? Did you like school?

✔ I wore new clothes on my first day of school. I went to... elementary school. I was excited. The classroom was big. I had lunch in the cafeteria.

Practice and Apply

COOPERATIVE TASK Have students work with a partner to talk about their first day of school. Say: Each will take turns listening attentively and asking questions politely. Read the sample questions in the Topic of Discussion to start the discussion and encourage students to be creative with their questions and answers. Explain: Student 1 will ask the questions and Student 2 will answer. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share something about their first of school with the class.

Listen to Write

Prior to class, prepare a worksheet with these items, with spaces large enough for students to write a vowel.

INFORMAL ASSESSMENT Distribute the worksheet. Explain: Each word is missing a vowel. I will say the word and use it in a sentence. When you hear the i sound, write the missing vowel in the space. Only complete the word if you hear the i sound. Say each word twice before reading the sentence. Then say the word again. Allow adequate time for students to write the missing vowel before going on to the next word. Finally, write the words with the blanks on the board. Say the word again and have volunteers fill in the missing vowel i. For an added challenge, have volunteers fill in the other missing vowels (play; numbers) or write out the whole word.

1. sing We sing lots of songs in class.
2. play My friend and I play outside when the weather is nice.
3. children The children listen to a story in the library.
4. office Go to the nurse’s office when you feel sick.
5. numbers The teacher is talking about numbers today.
6. kindergarten I like to go to kindergarten.
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 a place they like in school. Say: Think about the different places at school. Review with students the images you used in the Frontload Vocabulary section of this week to help them generate ideas. You may want to provide names for other places in school not mentioned in the book or in the images. Then write the sentence starter 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 think about all the different places at school. Then, have them make a drawing of one. Encourage them to use items from the Words to Learn section.

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 sentence starter on the board. Say: Copy the sentence starter on a separate sheet of paper and write in the blank the word that completes the sentence. Remind students to refer back to the ideas they discussed with their partner. Encourage students to use the Words to Learn in their drawing. Assist them as necessary.

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. Help students revise what they wrote, checking spelling and penmanship. Tell students to make any correction necessary.

Publishing Explain: The last step in 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 the sentence starter for them to complete. Tell students that once they have produced a neat copy of their work, they will share it with the class.

Writing Prompt

► This is the ____.
Warm Up

Concepts About Print

Have students look at the cover of Stories and Rhymes, Little Book 1. 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 titles: The titles are Humpty Dumpty and On My Head. Have students repeat the titles after 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 Rebecca Williams Salvador. 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: **Humpty Dumpty** and **On My Head** are poems. Explain: *Poems can tell stories or describe people, places, or things in a different way. Many poems rhyme and some poems are used as words to songs.* Provide students with an example of a short poem such as a nursery rhyme. Point out how the last word in each sentence sounds similar.

Frontload Vocabulary

Use realia, photos, *Spotlight on English* photo cards, and hand gestures to demonstrate and illustrate the **Words to Learn**. As you show each image, say the word that the image represents or mime the action, and have students repeat the word after you. Repeat this process several times for all words. Then show different images or mime the action at random and have students identify the words they represent. For further practice, ask volunteers to demonstrate the words and have the class identify the word.

Activate Prior Knowledge

**Total Physical Response** Lead the class in a game of “Teacher Says” to review body parts and prepositions of place. Explain: *I will tell you what to do, but only do it if I say: “Teacher says”*. Give an example. When someone follows a direction that doesn’t begin with “Teacher says,” they must sit down. The last student standing is the winner. Be sure to include the following prepositions in your directions: **behind**, **together**, **on**.

Close

**Make Predictions** To bring closure to Day 1, show students the cover and title page of *Stories and Rhymes, Little Book 1*. You may want to flip through a few pages. Ask: *What do you think the poems Humpty Dumpty and On My Head are about?* Write students’ predictions on the board to refer to once they have finished reading both poems. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Humpty Dumpty* and *On My Head* and have students listen. Read them again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students track print as you read and they repeat. Say: *We use our fingers to show the direction we read the words.* This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts 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 poems. Students may answer with one or more words rather than phrases or complete sentences.

**Expanding**  Use questions such as these for students to determine the sequence the events in each poem. Students may answer in short phrases.

**More Complex**  Use questions such as these to help students make inferences about the poems. Students should answer in short, complete sentences.

### Humpty Dumpty

**Developing**

- *Where did Humpty Dumpty sit?* (on a wall)  What happened to Humpty Dumpty? (He fell.) Encourage students to describe Humpty Dumpty and the wall. Have them describe Humpty Dumpty’s clothes, identify shapes they see, and anything else they see in the illustrations.

**Expanding**

- *What did Humpty Dumpty do first?* (He sat on a wall.)  What happened next? (He fell off the wall.) Encourage students to say how Humpty Dumpty was able climb and sit on the wall, and why he fell down.

**More Complex**

- *Why do you think Humpty Dumpty sat on the wall? Why do you think he fell off the wall?* Encourage students to identify what clues helped them come up with their answers.
Day 2

Week 2

Practice and Apply

Have students act out On My Head. Recite the poem and demonstrate the hand gestures as you recite each line. Then have students recite the poem and perform the hand gestures with you.

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

**Letter a**  Point to the vowel and say: *This is the letter a.* Point to the letter again, say it, and have students repeat after you. Repeat the process and trace the letter with your finger as they say it. Have students trace the letter in the air as they say it.

**Short Vowel a Sound**  Explain: *The letter a is a vowel. It can make different sounds.* Point to the vowel, say the short vowel sound, and then say the words under it as you point to them. Have students repeat after you. Ask: *What sound do all of these words have in common?* (Be sure students pronounce the short a sound.) Say the sound and have students repeat it after you. Ask: *What letter represents that sound?* (the letter a) Say the sound and write the letter a in the air. Do this again and have the class do this with you. Repeat this process a few more times. Then say the words again and have the class repeat them.

**Review / ELLs**  For further practice with the short a, say the sound and have students repeat it after you several times. Then say the sound three times before you say each set of three words and have students draw the letter a as they say the sound and then repeat the words after you. Use the following sets of words: man, can, ran; cap, map, nap; dad, bad, sad; cat, sat, mat; and bag, tag, wag.

**Practice and Apply**

**Total Physical Response**  Write the words below on the board. Sound out the words as you track the print. Have students repeat after you. Repeat the process several times. Then say: *I am going to say a word. If the word contains the sound a, raise your hands.* Read the list of words that you have written on the board in random order. Encourage students to listen carefully and only raise their hands when they hear the short a sound.

- map
- pop
- and
- hat
- lap
- cut
- cat
- tip
- man
- pet
- mat
- pan
Ask the class: *What other words can you think of that have the a sound?* Have volunteers share their ideas with the class. Write the words on the board. Then say the words as you point to them and have the class repeat.

Next, display the *Humpty Dumpty* rhyme. Model blending some of the words. Ask volunteers to sound out the words by blending the sounds, and read the words in the rhyme. Then challenge volunteers to read a whole line from the rhyme. Provide assistance as necessary. Then have students practice reading aloud to a partner.

Humpty Dumpty
Sat on a wall.
Humpty Dumpty
Had a great fall.
All the king’s horses
And all the king’s men
Couldn’t put Humpty
Together again.

Review the short *i* and short *a* sounds and the letters that represent them. Distribute the worksheet. Explain: *You are going to hear some words. Write the missing vowel sound you hear in the blanks.* Read each word twice and allow students time to write the letter to complete the word. Say the word again and have volunteers say the letter they used to complete the word. You may choose to have students write the words on the board.

**Fluency Practice**

**ECHO READING** Read the rhyme below to the class and act it out. Read the rhyme slowly and track the print from left to right. 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.

Lift your shoulders way up high.
Move your head from side to side.
Snap your /f_i ngers; don’t be shy.
Cover your face; time to hide.
Clap your hands and slap your knees.
Run around like the king’s men.
Let’s have fun, and if you please,
Let’s do it over again.

**Close**

**TOTAL PHYSICAL RESPONSE** To bring closure to Day 3, read the rhyme chorally with the class. Have students act out the rhyme as they repeat it after you. Then, have the class say the rhyme together as they act it out.

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**Class Prep**

Prior to class, prepare a worksheet with the following words, but leave blanks where the vowel should go:

- ✔ bag
- ✔ tip
- ✔ big
- ✔ rap
- ✔ pin
- ✔ lad
- ✔ tap
- ✔ clip
- ✔ clap
- ✔ lid
- ✔ clap
- ✔ rip
Grammar and Usage

Verbs  Remind students that words have jobs to do in a sentence. Ask: What do nouns do? (name people, places, and things). Explain: Verbs are action words. They tell what actions the nouns do.

Write these verbs on the board:

- place
- hide
- lift
- fly
- clap

Point to the words on the board. Say each one. Say: These are examples of action words. Say the words again and act them out or ask volunteers to do so. Then read aloud On My Head and have students act it out. Point out that the words am, is, are, and be are also verbs.

Ask: What are some other action words you know? Write students’ responses on the board. Say the word, following it with your finger, and have the class repeat it after you. Then say a word and have a volunteer act it out. Explain: When we make sentences, we use a noun and a verb to tell who or what does something and what the action is. Mom bakes cookies. (Who bakes cookies? Mom. What does she do to the cookies? She bakes them.) Mark plays ball. (Who plays ball? Mark. What does he do? He plays ball.) The dog sleeps. (Who sleeps? The dog. What does the dog do? He sleeps.)

Show students photo cards or images from the Internet of people and animals in action and have students make a small sentence describing what they see in the photo. Ask: What is the action word?
Practice and Apply

**COOPERATIVE TASK** Write the words below on the board. Say the words as you point to them. Have the class repeat them after you. Say: *What do these people and animals do?* Have students work with a partner to think of things the nouns do. Then say the words and ask volunteers to share their ideas. As students respond, put the noun and verb together to form a sentence. Then have the class repeat the sentence.

- the teacher
- my friend
- the cat
- the bear
- the doctor
- the police officer
- the baseball player
- the singer
- the fish
- the president

**Talk It Out** **COOPERATIVE TASK** Distribute photos of places where many public activities take place, such as a mall, the beach, a city, or a farm. Have students work with a partner to describe what people do at those places. Tell them to take turns listening attentively and asking questions politely. First, provide an example: show a photo and have a volunteer identify the place. Start the conversation by asking the *Topic of Discussion* sample questions. Then ask additional questions: *What activities do other people do here? What other kinds of things happen here?* Encourage students to be creative with their questions and answers. Circulate among the pairs and assist students as needed. Have volunteers display their photo to the class and share their ideas.

Close

**Write It Out** To bring closure to Day 4, have students make a drawing of activities they do in school. When they have finished their drawing, they will show it to the class and explain their drawing. Ask students to say which verbs their drawing depicts.
Day 5

Week 2

Speaking and Writing

Model

Recite the rhyme Jack and Jill below. Then ask students to imagine that they are Jack and Jill’s mother or father. Say: Your children just came home. What questions might you ask Jack and Jill? First, provide examples: Where is the water? Are you hurt? How did you fall? Then ask: How might Jack and Jill respond? Ask students to use their imagination and go beyond the information in the poem.

| Jack and Jill went up the hill | jack fell down and broke his crown, |
| To fetch a pail of water. | And Jill came tumbling after. |

Practice and Apply

ROLE-PLAY Have students work with a partner to talk about Humpty Dumpty. Say: Each will take turns listening attentively and asking questions politely. Read the sample questions in the Topic of Discussion to start the discussion and encourage students to be creative with their questions and answers. Explain: Imagine what Humpty Dumpty and the king’s men might have said to each other when the king’s men came to help Humpty Dumpty. Student 1 will be Humpty Dumpty and Student 2 will be one of the king’s men. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their conversations with the class.

Listen to Write

Prior to class, prepare a worksheet with these items, with spaces large enough for students to write a vowel.

INFORMAL ASSESSMENT Distribute the worksheets. Explain: Each word is missing a vowel. I will say the word and use it in a sentence. Write the missing vowel in the space. Say each word twice before reading the sentence. Then say the word again. Allow adequate time for students to write the missing vowel before going on to the next word. Finally, write the words with the blanks on the board. Say the word again and have volunteers fill in the missing vowel. For an added challenge, have volunteers write out the whole word.

| 1. lift | The workers lift the boxes and put them in the truck. |
| 2. had | Humpty Dumpty had an accident. |
| 3. sat | The cat sat in the window. |
| 4. Humpty | Humpty Dumpty sat on the wall. |
| 5. clap | We clap when we like the show. |
| 6. hands | I washed my hands before dinner. |
| 7. king | The king lived in a big castle. |
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 a king. Then write the sentence starter on the board and read it aloud.

A king ____ .

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 think about what a king is, what he looks like, what he does, and where he might live. Then, have them make a drawing of a king. Ask them to include details in their drawing that will help to explain what a king does.

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 sentence starter on the board. Say: Copy the sentence starter on a separate sheet of paper and write in the blank the word that completes the sentence. Remind students to refer back to the ideas they discussed with their partner. Assist students as necessary, such as writing words on the board and saying them aloud as you point to them: crown, robe, castle, and so on.

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. Help students revise what they wrote, checking spelling and penmanship. Tell students to make any correction necessary.

Publishing Explain: The last step in 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 the sentence starter for them to complete. 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 Stories and Rhymes, Little Book 1 and Stories and Rhymes, Little Book 2. Say: These are the covers of these books. They cover what is inside. Show students the title pages: These are the title pages. The title page tells us the title and the author of the book. Point to the titles: The titles are Goldilocks and the Three Bears (from Little Book 1), This Is the Way We Wash the Clothes, and The Three Little Pigs (from Little Book 2). Point to the author’s name and say: The author is Rebecca Williams Salvador. Finally, point to and say the titles and author, and have students repeat after you.

Text Directionality  Model tracking print with Goldilocks and the Three Bears and have students follow along. Say: English is read from left to right, and top to bottom. Imagine you have this page of the story in front of you. Point to the place on the page where we start to read. (Students should point to the upper left.) Then say: Move your finger in the direction we read the words on the page. (Students should move finger from left to right.) Ask: What do you do when you get to the end of the line? Show me. (Students may say they go to the line below or gesture this.)
Genre

Explain to students that we read to learn. There are stories, poems, and books that explain or describe things. Say: Goldilocks and the Three Bears and The Three Little Pigs are stories. Explain: Stories tell us something funny or interesting about someone. They can be true or make-believe. Have students provide examples of other stories they know. Then say: This Is the Way We Wash the Clothes is a poem. Explain: Poems can tell stories or describe people, places, or things in a different way. Many poems rhyme and some poems are used as words to songs. Provide students with an example of a short poem, such as Humpty Dumpty, or another nursery rhyme. Point out how the last word in each sentence sounds similar.

Frontload Vocabulary

Display realia or photos that you have gathered to illustrate the Words to Learn. As you show each image, say the word that the image represents or mime the action, and have students repeat the word after you. Repeat this process several times for all words. Then show different images or mime the action at random and have students indentify the words they represent. Be sure to present cold/hot and hard/soft together to help students with antonym pairs. Then have students identify things that are hard/soft, and hot/cold.

Activate Prior Knowledge

Lead a discussion about fairy tales that students may be familiar with, such as Beauty and the Beast, Jack and the Beanstalk, and Sleeping Beauty. Have students mention other fairy tales or their favorite ones. Ask: What do these fairy tales have in common? Why do you like them? Have students point out the “good guys” and the “bad guys,” the problems the main characters face, and how the stories end.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the covers and title pages of Stories and Rhymes, Little Book 1 and Stories and Rhymes, Little Book 2. You may want to flip through a few pages. Ask: What do you think Goldilocks and the Three Bears, This Is the Way We Wash the Clothes, and The Three Little Pigs are about? Write students’ predictions on the board to refer to once you have finished reading the stories and poem. Tell students they will review their predictions once they finish reading.
Listening and Reading

**ECHO READING**  Read aloud *Goldilocks and the Three Bears*, *This Is the Way We Wash the Clothes*, and *The Three Little Pigs* and have students listen. Read them again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students track print as you read and they repeat. Say: *Remember, we use our fingers to show the direction we read the words.* This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts 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 stories and the poem. Students may answer with one or more words rather than phrases or complete sentences.

- **Expanding**  Use questions such as these for students to draw conclusions from specific details about the stories and the poem. Students may answer in short phrases.

- **More Complex**  Use questions such as these for students to make inferences about the stories and the poem. Students should answer in short, complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tbody>
<tr>
<td><em>Goldilocks and the Three Bears</em> pages 12-13</td>
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<tr>
<td>➤ How many bears live in the <em>house</em>? (three) Encourage students to talk about how many people live in their house and who they are. <em>What is the little girl’s name?</em> (Goldilocks) Encourage students to talk about how Goldilocks got her name.</td>
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<tr>
<td>➤ <em>Why do the bears go out?</em> <em>(The oatmeal is too hot.)</em> Encourage students to talk about places they go with their families. <em>Whose oatmeal does Goldilocks eat?</em> <em>(Baby Bear’s oatmeal)</em> Encourage students to discuss why she ate the oatmeal. Encourage students to describe what the oatmeal tastes like.</td>
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<tr>
<td>➤ <em>Where did the bears go for a walk?</em> Encourage students to discuss where they go for walks with their family and to think if the bears went to the same place. <em>Why did Goldilocks enter the bear’s house?</em> Encourage students to discuss whether it is normal for a person to enter an empty house.</td>
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### Developing

**Pages 14–15**

- What does Goldilocks break? (a chair) Encourage students to talk about whether people in their family have chairs where they like to sit and have them describe the chairs. What is wrong with the first bed? And the second bed? (too hard; too soft) Encourage students to describe their beds and the other beds in their house.

### Expanding

- Whose chair is too hard? (Papa Bear’s chair) Whose chair is too soft? (Mama Bear’s chair) Encourage students to talk about what other furniture in a home is soft or hard.

### More Complex

- Why did Goldilocks try out all of the chairs and beds? Encourage students to think of what they do after eating a big meal. Why did Goldilocks fall asleep? Encourage students to talk about what Goldilocks might have been doing before coming to the bear’s house. Ask: Do bears live near people?

### Pages 16–17

- What happened to the oatmeal? (someone/Goldilocks ate it) Encourage students to talk about what it might be like to have someone else eat your food. What happened to Baby Bear’s chair? (someone/Goldilocks broke it) Encourage students to talk about what it might be like to sit on a chair and break it. Could they hurt themselves?

- How do the bears know someone is in their house? (They see the eaten oatmeal and the broken chair.) Encourage students to talk about what they think the bears might have been thinking when they saw the oatmeal and the chairs. Ask: Were they happy, sad, or angry?

### Pages 18–19

- What is Goldilocks doing when the bears see her? (She’s sleeping.) Encourage students to talk about why they think Goldilocks decided to take a nap at the bear’s house. What did Goldilocks do when she saw the bears? (She ran away.) Encourage students to talk about what they would do if they were Goldilocks and they woke up and saw the bears.

- How do the bears know someone has been in their beds? (They see the covers moved; Baby Bear sees Goldilocks.) Encourage students to talk about how Baby Bear might have felt when saw Goldilocks in his bed. Why does Goldilocks run away? (She’s scared.) Encourage students to talk about what the bear’s might have said after Goldilocks ran away.

- Why didn’t Goldilocks stay with the bears? Encourage students to discuss how the bears must have looked when Goldilocks woke up. Ask: Why was she afraid of the bears? Discuss whether her actions in the bear’s house were good or bad.
Day 2

This Is the Way We Wash the Clothes
pages 4–5
- When do we wash clothes? (early in the morning) Have students talk about when they do chores in their house. What do we do after we wash the clothes? (hang them) Encourage students to explain why we hang clothes.

- What chore do we do first? (We wash the clothes.) What chores do we do next? (We hang the clothes.) Encourage students to talk about the order they do things every morning before school.

- Why do people do chores early in the morning? (so they’re done before work or school) Talk about why people might do certain chores on certain days. Have students talk about when chores get done in their home.

This Is the Way We Wash the Clothes
pages 6–7
- What is the woman doing? (folding the clothes) What is the man doing? (ironing clothes) Encourage students to talk about who folds and irons clothes at home.

- What chore comes next? (We fold the clothes.) What chore do we do last? (We iron the clothes.) Encourage students to talk about the order that we wash clothes and to say whether it makes sense. Ask: Can we change the order? If so, how?

- Why do people do chores or other activities in a certain order? Encourage students to talk about the reasons we do things in a certain order, for example brushing our teeth after eating a meal.

The Three Little Pigs
pages 8–9
- What do the three little pigs have to build? (their own houses) What does the first little pig use to build his house? (straw) Encourage students to talk about things that are used to build houses.

- Why do the three pigs have to build houses? (Their mother said it was time.) Encourage students to discuss why the mother pig thought it was time to for the three little pigs to build their houses.

- Does the first pig build a good house? Have students look at the first pig’s house and decide if it was well built. Have them discuss the construction material and ask: Does it look comfortable?

The Three Little Pigs
pages 10–11
- What does the wolf do to the first pig’s house? (He blew it down.) Encourage students to describe the wolf. What does the second little pig use to build his house? (sticks) Encourage students to describe the second little pig’s house.

- Where does the first pig go after his house is blown down? (To the second pig’s house.) Encourage students to talk about why the first pig went to the second pig’s house. Have them talk about what they would have done.

- Does the second pig build a good house? Have students look at the second pig’s house and decide if it was well built. Have them discuss the construction material and ask: Does it look comfortable? Encourage them to compare it with the first pig’s house and his mother’s house.
### Developing

**Pages 12–13**
- **What happens to the second little pig’s house?** (The wolf blew it down.) Encourage students to talk about why the wolf doesn’t seem to like the little pigs. *What does the third little pig use to build his house?* (bricks) Encourage students to describe the third little pig’s house.

**Pages 14–15**
- **What happens to the third little pig’s house?** (nothing) Encourage students to describe how they think the wolf felt when he couldn’t blow down the house. *How does the wolf get in the house?* (He went down the chimney.)

### Expanding

**Why does the wolf blow down the second pig’s house?** *(Because the pigs won’t let him in.)* Encourage students to discuss why the pigs don’t want the wolf to come in. *Who is in the third pig’s house when the wolf comes?* *(all three pigs)* Encourage students to talk about what the three pigs might have been doing before the wolf came.

**Why does the wolf climb on the roof?** *(to get into the house)* Encourage students to talk about whether or not the wolf had a good plan and what he could have done differently. *Why does the wolf run away?* *(He was scared and hurt.)*

### More Complex

**What are the similarities and differences between the third pig’s house and the other houses?** Have students look at the second pig’s house and compare it with the other pigs’ houses and his mother’s house.

**Who is the smartest little pig?** Lead a discussion about how we learn from our mistakes and give examples. Encourage students to talk about what the third pig learned from his brothers’ mistakes.

### Practice and Apply

Lead a discussion about the characters students read about in *Goldilocks and the Three Bears*. Ask: *Do you think Goldilocks is a nice girl? Why or why not? How is Goldilocks like the wolf? How is she different? What do you think the bears think when they see Goldilocks?*

Next, lead a discussion about the characters students read about in *The Three Little Pigs*. Ask: *Why do you think two of the pigs build their houses with materials that the wolf can blow down? Why do you think the third little pig chooses to build his house out of brick? What other materials could he have used that the wolf could not have blow down?*

**Total Physical Response** Have students act out *This Is the Way We Wash the Clothes*. Recite the poem and demonstrate the hand gestures as you recite each line. Then sing the song with the gestures. Teach the class to sing the song and do the motions. Practice a few times, gradually increasing speed.

### 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

**Letter o** Point to the vowel and say: *This is the letter o.* Point to the letter again, say it, and have students repeat after you. Repeat the process and trace the letter with your finger as you say it. Have students trace the letter in the air as they say it.

**Short Vowel o Sound** Explain: *The letter o is a vowel. It can make different sounds.* Point to the vowel, say the short vowel sound, and then say the words under it as you point to them. Have students repeat after you. Ask: *What sound do all of these words have in common?* (Be sure students pronounce the short o sound.) Say the sound and have students repeat it after you. Ask: *What letter represents that sound?* (the letter o) Say the sound and write the letter o in the air. Do this again and have the class do this with you. Repeat this process a few more times. Then say the words again and have the class repeat them.

Ask the class: *What other words can you think of that have the o sound?* Have volunteers share their ideas with the class. Write the words on the board. Then say the words as you point to them and have the class repeat.

**Word Families with Short Vowel o** Read the words aloud as you track them with your finger. Have the class repeat after you. Say: *If I change the first p in pop to a t, I get the word top. What word do we get if I change the p to m?* (mop) Explain: *The words pop, top, and mop all belong to the same word family. In a word family, all of the words have the same ending sound.* Ask volunteers to say the ending sound for this word family (–op). Repeat this procedure with the beginning consonant in the other words to make new words. Write the new words on the board. Then have the class read them aloud with you.

**TOTAL PHYSICAL RESPONSE** Review the short i, short a, and short o sounds and the letters that represent them. Then, sound out the words as you track the print. Have students repeat after you. Repeat the process several times. Then, divide the class into three groups. Say: *Group 1, your sound is a like clap. Group 2, your sound is i like spin. Group 3, your sound is o like hop. I am going to say a word. If the word contains your sound, do the following: Group 1 will clap, Group 2 will spin, and Group 3 will hop. Everybody stand up and get ready!* First, practice the motions with the groups to ensure understanding. Use the following practice words: *hat, sip, got.* Then say each word twice and have the appropriate group do their motion. When you have finished the complete word list, write the words on the board and have the class read them aloud with you as you point to each of them.
Read each word twice. Then, say the word a third time and have volunteers say which letter completes the word. You may have the volunteer write the letter on the board to complete the word. Then have the class read the words with you as point to each one.

**Review / ELLs**

Explain that the short o sound is like the sound we make when the doctor looks in our throat and we make an o shape with our mouth. Have students practice the sound and trace the shape of their mouth. Then tell students to imagine an alligator snapping open its mouth to pronounce the short a sound. Demonstrate this by saying the sound and opening and closing your hand like an alligator's mouth. Have students do the sound and gesture with you. Then have students practice both sounds with the appropriate gesture. Conduct a minimal pair drill to practice both short vowel sounds with pairs of words such as, *hat–hot, map–mop, tap–top, pat–pot.*

**Fluency Practice**

**Echo Reading** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right, pantomiming the actions when possible. Read the rhyme 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. Then read the rhyme chorally with the class.

Goldilocks walked in the woods.
Entering the house was not good.
Although the oatmeal was hot,
The baby bear's bed was soft.
When the bears came home they found,
An awful mess, and they frowned!

**Close**

To bring closure to Day 3, ask volunteers to come to the board and identify pairs of words that rhyme and make word families by thinking of another word that ends with the same sound.
Grammar and Usage

**Punctuation: The Period** Write the sentences below on the board, making the period a little larger than normal. Explain: *When we read a sentence, there is a mark to let us know we have reached the end of that sentence. This mark is called the period.* Point to the period on the board and emphasize it. Have students make a period in the air. Read aloud the sentences on the board and point out the period in each one. Then read the sentences again with the class. When you get to the end of the sentences, say *period* and make a period in the air. Have students do the same.

- She saw three bowls of oatmeal.
- The three bears came home.
- There were three little pigs.
- The wolf ran away.

**Punctuation: The Exclamation Point** Write the sentences below on the board, making the exclamation a little larger than normal. Explain: *When we speak, we can use our voice and expressions on our face to show how we feel. When we read and write, an exclamation point tells us there is a strong feeling or emotion in the sentence.* Read the sentences on the board. Then point out the exclamation point. Trace the exclamation point and say: *We write an exclamation point with a straight up and down line and a period underneath it.* Have students draw an exclamation point in the air. Then read the sentences and gesture the exclamation point. Have students repeat the sentences and draw the exclamation point.

- Someone’s been in my chair!  Ouch!
- There she is!    This is too hot!

**Practice and Apply**

Distribute the cards to students. Explain: *I am going to say some sentences. You will decide if the sentence needs a period or an exclamation point. Hold up the card of the punctuation mark you think the sentence needs.* Read the following sentences for the students to indicate the appropriate punctuation. Read the sentences at least twice. Finally, write the sentences on the board. Read them again and have students hold up the card with the end punctuation mark for each sentence.

- Have a happy birthday!  Look at that puppy!
- We wash our clothes.  My name is Laura.
- Look out!  I’m six years old.
- We’re going to Disney World!  This is fun!
- I like pizza.  The wolf knocked on the door.
- It’s sunny today.  Someone broke my chair!

**Class Prep**

Prior to class, prepare sets of cards with a period and an exclamation point, one set for each student.
Talk It Out  COOPERATIVE TASK  Have students work with a partner to discuss chores people do around the house. Explain: You will ask your partner about chores people do in your home, such as cook, make the bed, fold clothes, or clean the bedroom. Start the conversation by asking the Topic of Discussion sample questions: Do you make your bed every morning? Do you help make dinner? Then ask additional questions: Do you like making your bed? You may also model answering these questions in complete sentences. Encourage students to be creative with their questions. Circulate among the pairs and assist students as needed. Have volunteers share the information they learned with the class. Have students hold up the punctuation card from the previous activity when they finish a sentence. Model an example: I make the bed every day. (Hold up period card.) I love to pull the sheets! (Hold up exclamation point card.)

Close  WRITE IT OUT  To bring closure to Day 4, distribute the worksheets to students. Tell them: I am going to say some sentences. Listen to them and decide whether or not they are expressing a strong emotion. Write a period or an exclamation point to complete the sentence. Read the sentences at least twice and allow time for students to write the appropriate end punctuation. Then display the sentences on the board and have volunteers complete them with the correct end punctuation. Ask: Why do we need a period in this sentence? Why do we need an exclamation point?

Prior to class prepare a worksheet with these sentences, with a blank for the end punctuation:

✔ The wolf went down the chimney.
✔ This oatmeal is too hot!
✔ This is the way we wash the clothes.
✔ There she is!
Speaking and Writing

Model

Yesterday was exciting! My brothers and I finished building our houses. One of my brothers built a house of straw!

You will tell your “friend” what happened to you and your two brothers, the other little pigs. Start the conversation using the sample: Pause your story to allow volunteers to ask you questions about what you said. If necessary, provide examples to help start the discussion: What did you build your house with? What did your other brother build his house with? Continue with your conversation, pausing every now and then to allow students to ask more questions. Answer the questions and continue your story to the end.

Practice and Apply

Role-play Have students work with a partner to act out a conversation between Baby Bear and one of his friends. Say: Each will take turns listening attentively and asking questions politely. Read the sample questions in the Topic of Discussion to start the discussion and encourage students to be creative with their questions and answers. Explain: Student 1 will be Baby Bear and will tell the Goldilocks story. Student 2 will be the friend and will ask questions. Circulate among the pairs and provide assistance as needed. Then ask volunteers to present their dialogues to the class.

Listen to Write

Prior to class, prepare a worksheet with these items, with spaces large enough for students to write a vowel.

Informal Assessment Distribute the worksheets. Explain: Each word is missing a vowel. I will say the word and use it in a sentence. Write the missing vowel in the space. Say each word twice before reading the sentence. Then say the word again. Allow adequate time for students to write the missing vowel before going on to the next word. Finally, write the words with the blanks on the board. Say the word again and have volunteers fill in the missing vowel. For an added challenge, have volunteers write out the whole word.

Class Prep

1. beds There were three beds in the bear’s house. 5. pigs The three pigs built houses.
2. hot Papa Bear’s oatmeal was too hot. 6. sticks We used sticks to toast the marshmallows.
3. soft This bed is too soft. 7. and I’ll huff and puff and blow your house down.
4. knock The wolf knocked on the door.
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 their favorite story. Write the following writing prompt on the board. Say: Which story did you like the best, The Three Little Pigs, This Is the Way We Wash Our Clothes, or Goldilocks and the Three Bears? Then write the sentence starter on the board and read it aloud.

Writing Prompt

I liked ____ .

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 think about their favorite story and their favorite part of the story. Then, have them make a drawing of it. Ask them to include details in their drawing that will show what they liked best about the story.

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. Have students write the word that completes the sentence. Display the sentence starter on the board. Say: Copy the sentence starter on a separate sheet of paper and write in the blank the title of the story you chose. Write the story titles on the board for students to refer to. Remind students to refer back to the ideas they discussed with their partner. Assist students as necessary, such as writing words on the board and saying them aloud as you point to them. Remind students to write the end punctuation that fits with the feeling they want to express.

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. Help students revise what they wrote, checking spelling, penmanship, and end punctuation. Tell students to make any correction necessary.

Publishing

Explain: The last step in 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 the sentence starter, without end punctuation, for them to complete. 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 *Stories and Rhymes, Little Book 2* and *Stories and Rhymes, Little Book 3*. Remind students: *These are the covers of the books. They cover what is inside.* Show students the title page: *These are the title pages. The title page tells us the title and the author of the book.* Point to the titles: *The titles are I’m a Hungry Monster* (from Little Book 2), *The Enormous Carrot, and Rub-a-Dub-Dub* (from Little Book 3). Have students repeat the titles after 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 Rebecca Williams Salvador.* Have students repeat after you.

Identifying Uppercase and Lowercase Letters Refer students to the title *I’m a Hungry Monster*. Point to a capital letter in the title and ask: *These big letters are uppercase letters.* Have students repeat uppercase letters. Say: *What other uppercase letters do you see in the title?* Explain: *The small letters are called lowercase letters, and they can also look different.* Point out the letter *M* in the title. Ask students to find other capital letters in the rhyme.
Genre

Explain to students that we read to learn. There are stories, poems, and books that explain or describe things. Say: I’m a Hungry Monster and Rub-a-Dub-Dub are poems. Poems often have words that rhyme. Tell students to listen for the rhymes as they hear the poems. Explain: Poems can tell stories or describe people, places, or things in a different way. Many poems rhyme and some poems are used as words to songs. Provide students with an example of a short poem from a nursery rhyme. Remind students: Words that are in the same word family rhyme, because they have the same end sounds.

Then say: The Enormous Carrot is a story. Explain: Stories tell us something funny or interesting about someone. They can be true or make-believe. Have students provide examples of other stories they know.

Frontload Vocabulary

Use the Spotlight on English Health photo cards that show foods and images you have gathered from the Internet that illustrate the Words to Learn. As you show each image, say the word that the image represents, and have students repeat the word after you. Repeat this process several times for all words. Then ask: How do you feel when you want to eat something? (hungry). Demonstrate the key word pulled using the door in the classroom or a string on a toy. Explain: Some foods grow underground, and we have to pull them out to be able to eat them. Also explain: We plant seeds in the ground so that plants will grow. Then, show the images again to the class and have students identify the key words they see.

Finally, ask students: Which words are food words? (apple, carrots, cookies, pear) Which words are people? (brother, father, mother, sister, baker, butcher, candlestick maker) Which words are family members? (brother, father, mother, sister)

Activate Prior Knowledge

Lead a discussion about the special names for the people who do certain jobs. Explain: A baker is a person who bakes breads, cakes, and cookies. A butcher is a person who sells meat. A candlestick maker is a person who makes holders for candles. Show students a candlestick or an image of a candlestick. Explain: A candlestick is where we place candles while they burn. This was an important job a long time ago when people only used candles to light their homes.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the covers and title pages of Stories and Rhymes, Little Book 2 and Stories and Rhymes, Little Book 3. You may want to flip through a few pages. Ask: What do you think I’m a Hungry Monster, The Enormous Carrot, and Rub-a-Dub-Dub are 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 *I’m a Hungry Monster, The Enormous Carrot,* and *Rub-a-Dub-Dub* and have students listen. Read them again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students track print as you read and they repeat. Say: *Remember, we use our fingers to show the direction we read the words. English is read from left to right, and top to bottom.* This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts 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 what they have read. Students may answer with one or more words rather than phrases or complete sentences.

**Expanding**  Use questions such as these for students to provide more details about the texts. Students may answer in short phrases.

**More Complex**  Use questions such as these for students to practice their critical thinking skills, make inferences, and draw conclusions about what they have read. Students should answer in short, complete sentences.

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<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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| **I’m a Hungry Monster**  
**pages 16–17**  
**What does the monster want?**  
(lunch) Encourage students to talk about how they feel and what they are like when they are hungry.  
**What sound does the hungry monster make when it eats?**  
(Munch, munch, munch.) Encourage students to talk about sounds they make when they feel a certain way or are doing certain things.  
| **Why does the monster want its lunch?**  
(It’s hungry.) Encourage students to talk about what they do when they are hungry.  
**How do we know the monster is eating his lunch?**  
(It makes the sound: munch, munch, munch.) Encourage students to talk about the sounds they make when they eat their lunch.  
| **Why is the monster hungry?**  
Encourage students to talk about what the monster did before lunch to make it hungry.  

### Developing

**What food does the hungry monster eat?** (one big apple, two small pears, three small carrots, four big cookies)
Encourage students to talk about times when they might eat a lot and why. *Why does the hungry monster stop eating? (Its tummy hurts.)* Encourage students to talk about what made the monster feel bad.

### Expanding

**What healthy foods does the monster eat?** (apple, pears, carrots)
Encourage students to talk about other healthy foods and whether or not they like to eat them. *Why does the hungry monster say “ouch”? (Its tummy hurts.)* Encourage students to talk about what the monster should have done so he would not have gotten a tummy ache.

**In what order did the monster eat his lunch?**
Encourage students to use *first, next, then,* and *last* in their conversations, and then to say in what order they eat their lunch. *Why does the hungry monster’s tummy hurt?* Encourage students to talk about what the monster did next and how he made his tummy feel better. Have students talk about when they had tummy aches and what they did to feel better.

### More Complex

#### The Enormous Carrot
**pages 4–5**

**Who tries to pull the carrot out first?** (the father) **Who helps after that?** (the mother)
Encourage students to talk about how the family is feeling while they are trying to pull the carrot out of the ground.

**Why did a carrot grow in the ground?** *(The father planted a carrot seed.)*
Encourage students to discuss why the father planted the carrot seed and what other seeds he may have planted. *Why did the mother help the father pull? (the carrot would not come out)*
Encourage students to discuss the normal size of carrots and other vegetables that grow in the ground, such as potatoes, beets, and onions.

**Why did the man plant the carrot seed?**
Encourage students to discuss the reasons why we would want to plant carrots or any other food seeds.

**Why did the carrot grow so big?**
Encourage students to discuss the reasons that could make carrots or any other food grow big. You may want to mention human care and vitamins, among others.
<table>
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<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tbody>
<tr>
<td><strong>pages 6–7</strong></td>
<td><strong>How does the family pull the carrot out?</strong> <em>(they all pulled together)</em> Encourage students to talk about how the family felt when they finally pulled the carrot out. <strong>What do they do with the enormous carrot?</strong> <em>(make carrot soup)</em> Encourage students to talk about what they might have done with the enormous carrot.</td>
<td><strong>Why could the family pull out the carrot with baby sister’s help?</strong> Encourage students to talk about what they think the story is trying to teach us and why.</td>
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<tr>
<td><em>Who else helps to pull out the carrot?</em> <em>(the brother)</em> <strong>Who helps last?</strong> <em>(the baby sister)</em> Encourage students to talk about how strong the carrot must have been and then to discuss other instances of projects that require a team effort. <strong>What does mother make?</strong> <em>(carrot soup)</em> Encourage students to give their opinion about the soup and what else the mother could have made with the enormous carrot.</td>
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<td><strong>Rub-a-Dub-Dub</strong></td>
<td><strong>What does a butcher do?</strong> <em>(cut and sell meat)</em> Encourage students to talk about where they might see a butcher and what tools a butcher might use to do his or her job. <strong>What does a baker do?</strong> <em>(bakes breads, cakes, and cookies)</em> Encourage students to talk about what bakers make, where they work, and what they think about the job. <strong>What does a candlestick maker do?</strong> <em>(makes candlesticks)</em> Encourage students to talk about whether this job is common today and explain why or why not. Also have them say where we see or use candles today.</td>
<td><strong>How could a butcher, a baker, and a candlestick maker be useful on a trip?</strong> Encourage students to talk about why these three men might have taken a trip in the tub. Have students discuss who they would like to take on a trip and why.</td>
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<td><strong>pages 8–9</strong></td>
<td><strong>How many men are in the tub?</strong> <em>(three men)</em> <strong>Who are they?</strong> <em>(the butcher, the baker, the candlestick maker)</em> Have students look at the tub in the story and compare it to the bathroom tub they have at home. Encourage students to discuss their similarities and differences, and whether three men can really fit in one tub. <strong>Where do they go?</strong> <em>(out to sea)</em> Encourage students to discuss how people normally go out to the ocean.</td>
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*Week 4*  
*I’m a Hungry Monster / The Enormous Carrot / Rub-a-Dub-Dub*
Practise and Apply

Lead a discussion about what plants need in order to grow. Elicit vocabulary and ideas, such as sunlight, water, food, and room to spread out. Then ask:

*What do you need to grow? How are you like plants?* Explain: *All living things need food and water to live.* Ask: *Who has plants at home? Who takes care of the plants? How does this person take care of the plants? What does she or he do?*

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

**Letter u**
Point to the vowel and say: *This is the letter u.* Point to the letter again, say it, and have students repeat after you. Repeat the process and trace the letter with your finger as you say it. Have students trace the letter in the air as they say it.

**Short Vowel u Sound**
Explain: *The letter u is a vowel. It can make different sounds.* Point to the vowel, say the short vowel sound, and then say the words under it as you point to them. Have students repeat after you. Ask: *What sound do all of these words have in common? (Be sure students pronounce the short u sound.)* Say the sound and have students repeat it after you. Ask: *What letter represents that sound? (the letter u)* Say the sound and write the letter *u* in the air. Do this again and have the class do this with you. Repeat this process a few more times. Then say the words again and have the class repeat them.

Ask the class: *What other words can you think of that have the u sound?* Have volunteers share their ideas with the class. Write the words on the board. Then say the words as you point to them and have the class repeat.

**Word Families with Short Vowel u**
Read the words aloud as you point to each of them. Have the class repeat after you. Say: *If I change the first letter in bug to an r, I get the word rug. What word do we get if I change the first letter to m? (mug)* Explain: *The words bug, rug, and mug all belong to the same word family. In a word family, all of the words have the same ending sound.* Ask volunteers to say the ending sound for this word family (*–ug*). Repeat this procedure with the beginning consonant in the other words to make new words. Write the new words on the board. Then have the class read them aloud with you.

**Practice and Apply**
Prior to class, prepare sets of cards with the letter o and the letter u on them, one set for each student. Review the short o and u sounds with the class. Ask: *What letter represents the o sound? What letter represents the u sound?* Distribute the sets of cards to the class and have students place them face up on their desks so they can see them at the same time. Explain: *I am going to say some words. If the word has the u sound, hold up the card with the letter u. If it has the o sound, hold up the o card.* Say each word twice, allowing time for students to choose their response. Wait until each student is holding up the correct card before going on to the next word. Finally, write the words on the board, say them, and have students repeat after you as they hold up the correct card. Then point to a word and have volunteers read it aloud.

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**Class Prep**
Write the vowel on the board:
✔ u

**Class Prep**
Write these words under the vowel:
✔ tub✔ lunch
✔ us✔ dub
✔ munch✔ hungry
✔ lunch✔ tummy

**Class Prep**
Write these words on the board:
✔ bug✔ rub
✔ nut✔ run

**Class Prep**
Words to say (and later write on the board):
✔ gut✔ got
✔ cot✔ bud
✔ cut✔ nut
✔ mum✔ mom
✔ not✔ hut
✔ luck✔ lock
✔ hot✔ sub
Review / ELLs

Produce the short o sound and remind students of the doctor looking in their throat. Then produce the short u sound and explain that this sound is made by closing their mouth a little. Have students practice the sounds in isolation while they hold their jaws. Point out that their jaw goes up when they say the u sound and the word up has that sound. Have students practice with word pairs as they hold their jaw. Use words such as: not/nut, cop/cup, dog/dug, and rot/rut. Then have students do the previous activity again. As a scaffolding drill, you may want to have students practice with groups of three words with different vowel sounds, such as hat/hot/hut, cap/cop/cup, rat/rot/rug. Invite volunteers to use some of the words in sentences. As a challenge activity, have volunteers come up with a group of four similar words with the four short vowels learned so far, such as hit/hat/hot/hut.

Total Physical Response

Review the short a, i, o, and u sounds with the class. Then divide the class into four groups and say: Each group will have a sound. Assign a short vowel sound to each group. Explain: I will say some words. When you hear your sound you must do the following: Group A will clap; Group I will spin once; Group O will hop; and Group U will put their hands up in the air. Everybody stand up and get ready! First, practice the motions with the groups to ensure understanding. Use the following practice words: cat, hip, got, up. Then say each word twice and have the appropriate group do their motion. When you have finished the complete word list, write the words on the board and have the class read them aloud with you as you point to each word.

Fluency Practice

Echo Reading

Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. 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. Then read the rhyme chorally with the class.

Mother packed us all a lunch.
My brother’s favorite delight
Is an apple that he can crunch.
My sister prefers a pear.
Sometimes they are nice and share,
And I get to have a bite.

Close

To bring closure to Day 3, ask volunteers to come to the board and identify pairs of words that rhyme and make word families by thinking of another word that ends with the same sound.
Grammar and Usage

**Uppercase Letters**  Point to each letter and trace it with your finger. Then have the class “draw” the letter with their finger on their desks. Next, distribute a sheet of paper to each student. Have them write the uppercase letters from A through Z. Say: *Uppercase letters are bigger than lowercase letters. Sometimes they are written differently from lowercase letters. Uppercase letters are also called capital letters.* Circulate around the room as students write their letters and provided assistance as needed.

**Capitalizing the First Word of a Sentence**  Write the sentences below on the board. Read them as you track the print, and say: *These sentences have words with capital letters.* Ask students to identify the capital letters in each sentence. Point to and read: *The, She, He.* Explain: *The first word of a sentence always begins with a capital letter. This is one way we know that we are reading a new sentence.*

- The monster is hungry.
- She pulled the carrot.
- He is the baker.

**Capitalizing Names**  Write the sentences below on the board. Read them as you track the print, and say: *These sentences begin with capital letters, but there are other words with capital letters.* Ask students to identify the other words with capital letters in each sentence. *(Harry, Janet, Carlos)* Explain: *When we write names, we always use a capital letter for the first letter of the name.* Have students write their name on their papers. Ask volunteers to show their names to the class.

- The monster is called Harry.
- She helped Janet pull the carrot.
- He is Carlos, the baker.

**Capitalizing the Pronoun I**  Write the sentences below on the board. Read them as you track the print, and say: *The word I is always written as a capital letter.* Then have students write this word on their papers.

- I am hungry and I want my lunch.
- John and I pull out a carrot.
- I sing when I am happy.
Write the sentences below on the board. Read them aloud twice and have students repeat after you. Distribute a sheet of paper and have students copy the sentences. Remind students to write capital letters when they write the word I, the first letter of a name, and the first word of a sentence. Circulate around the class and provide assistance as necessary.

My friends and I like cookies.
The men went for a walk.

**Practice and Apply**

Prior to class, prepare a worksheet with the following sentences. Allow extra space between sentences:

- does john have a sister?
- i like to play tag with eliza.
- jen and i love horses.
- we have recess before lunch.
- bears do not have chairs.

**COOPERATIVE TASK** Distribute the worksheets. Have students work with a partner to complete this activity. Say: *The sentences are missing capital letters. Find the words that need capital letters. Circle the letter that needs to be capitalized. Write the correct capital letter underneath.* Do the first sentence as an example. Read the sentences aloud before allowing time for the pairs to complete the task. Circulate among the pairs and provided assistance as needed. Then write the sentences on the board and have volunteers correct them.

**Talk It Out** **COOPERATIVE TASK** Have students work with a partner to discuss different foods. Explain: *You will ask your partner about what foods he or she likes.* Start the conversation by asking the **Topic of Discussion** sample questions: **Which foods do you like to eat for lunch?** You may also model answering these questions in complete sentences, for example: *I like to eat a sandwich and have some soup for lunch.* Encourage students to be creative with their questions and answers. Circulate among the pairs and assist students as needed. Have volunteers share the information they learned with the class.

**Close**

**Write It Out** To bring closure to Day 4, choose two sentences students provided in the previous activity. Write these sentences on the board. Have students copy them on a separate sheet of paper. Be sure to include a sentence that contains the word I but does not begin with it. Ask volunteers to talk about which letters in the sentences begin with a capital letter and why.
Day 5

Speaking and Writing

Model

Discuss with students the story *I’m a Hungry Monster* and summarize what happened. Use the questioning format on the left. Then talk about an experience you had at the doctor or nurse’s office, using the model below. Next, have volunteers ask you questions about your trip to the nurse’s office. Provide examples such as: How did you feel? What did you look like? Why did you have to go home? What was wrong?

I went to the nurse’s office when I was in kindergarten. I was not feeling very well. The nurse was very nice. She said she could see I was sick. She called my grandmother and told her I needed to go home that day.

Practice and Apply

**COOPERATIVE TASK** Have students work with a partner to talk about their visit to a doctor or nurse’s office. Say: **Each will take turns listening attentively and asking questions politely.** Read the sample questions in the **Topic of Discussion** to start the discussion and encourage students to be creative with their questions and answers. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share something about their visit to the doctor or nurse.

Listen to Write

Prior to class, prepare a worksheet with these items, with spaces large enough for students to write a vowel.

**INFORMAL ASSESSMENT** Distribute the worksheet. Explain: **Each word is missing a vowel. I will say the word and use it in a sentence. Write the missing vowel in the space.** Say each word twice before reading the sentence. Then say the word again. Allow adequate time for students to write the missing vowel before going on to the next word. Finally, write the words with the blanks on the board. Say the word again and have volunteers complete the word with the missing letters. For an added challenge, have volunteers write out the whole word.

| 1. tub            | My baby brother likes to play in the tub. |
| 2. hungry         | The monster was very hungry.              |
| 3. sister          | I have an older sister.                   |
| 4. lunch           | What is for lunch today?                  |
| 5. carrots         | The rabbit ate four carrots.              |
| 6. apple           | We should eat an apple every day.         |
| 7. candlestick     | You don’t need a candlestick for birthday candles. |
| 8. tummy           | The puppy likes me to scratch his tummy.  |
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 draw a picture and write about one of the stories they read this week of study. Say: Which story did you like the best? Why did you like it best? Then write the sentence starter on the board and read it aloud.

I liked ___ the best because ___ .

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 draw a picture of the story they liked the best and what they liked best about it. Ask them to include details in their drawings.

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 sentence starter on the board. Say: Copy the sentence starter on a separate sheet of paper and write in the blank the title of the story you chose. Write the story titles on the board for students to refer to. Assist students with handwriting, punctuation, and spelling as necessary.

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. Help students revise what they wrote, checking spelling, capitalization, punctuation, and penmanship. Tell students to make any corrections necessary.

Publishing Explain: The last step in 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 the sentence prompt for them to complete. 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 *Animal Opposites*. Review cover, title page, and author with them. Remind students that the author is the person who wrote the book or story. Flip through the book and point out the photographs. Say: *This book has photographs. It does not have drawings. There is no illustrator.* Finally, say the title and the author all at once and have the class repeat it after you.

**Sequence of Letters Represent Spoken Words**  Point to the *A* in the title *Animal Opposites* and ask: *What letter is this? What sound does it make? (A, short a)* Repeat the procedure with the remaining letters in the word *Animal*. Explain: *When we see these letters together this way, we can sound out the word and know that the word is animal.* Refer students to the *Words to Learn* box at the end of the book and repeat the procedure to identify the sound and letter relationships for the words: *big, land, long, small,* and *tall*. Then point to words in the text, read the word aloud, and ask: *What is the first letter? What letter comes next? What letter comes after that?* Say the word as the class says it with you.
Genre

Explain to students that we read to learn. There are stories, poems, and books that explain or describe things. Say: Animal Opposites 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. Real events are also called facts. Nonfiction books always have facts. Provide students with examples of nonfiction texts, such as a newspaper or a grocery store flier (be sure to provide samples of facts). Then encourage students to provide examples of other nonfiction/informational texts they know.

Frontload Vocabulary

Point to the word opposites, say the word, and have students repeat it after you. Explain: Opposites are things that are completely different from each other, such as day/night, open/close, happy/sad, in/out. Point to the word big, say the word, and have students repeat it after you. Sound out the word as you point to each letter. Have the class repeat after you. Then ask: What’s the opposite of big? (little or small) Repeat this process for the words long, tall, and short. Explain: We use tall to talk about height: a tall building, a tall tree, or a tall person. We use the word long to talk about length: a long rope, a long time, or long hair. Point to the words land and water. Sound out the words, tracking print, and have students repeat them after you. Tell students that these words are opposites, too. Point to the word live, sound it out, and have students repeat after you. Say: We live on land. Fish live in water. Point to the word fly, sound it out, mime the action, and have students repeat it. Explain: This is how many birds and insects move. Point to the word animal. Sound it out while tracking print so students hear each sound and see each letter in the word. Have students repeat it after you.

Activate Prior Knowledge

Explain that opposites can be describing words like tall/short. They can also be people like student/teacher or places like city/country. They can even be action words like stop/go or open/close. Have students provide other examples of opposites. Write their ideas on the board.

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of Animal Opposites. You may want to flip through a few pages. Ask: What do you think Animal Opposites 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 Animal Opposites 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 track print as you read and they repeat. Say: Remember, we use our fingers to show the direction we read the words. English is read from left to right, and top to bottom. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts to reinforce correct speaking and listening skills.

For page 2, read the captions and mention the animals. Example: The whale is big. The monkey has a long tail, and so on.

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

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<th>Developing</th>
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<td>pages 2–3</td>
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<td>What can animals be like? (big, small, tall, little, long, short) Where can animals live? (land, water) Encourage students to discuss animals they have seen and to say what word describes it, and whether the animal lives on land or water.</td>
<td>What animal in the photographs is big? (whale/elephant) What animal in the photographs is tall? (giraffe) Encourage students to discuss the different sizes of animals in the photos and to say which ones live in water, on land, or can fly</td>
<td>How many different sizes and shapes are there for animals? Have students discuss the different animal sizes and shapes, and then have them look at their classmates. Encourage them to discuss their different sizes. Ask: How are we similar to animals? How are we different?</td>
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Day 2

**Week 5**

### Developing

**pages 4–5**

- Where does the blue whale live? (in the water) Are krill very big or very small? (very small) Encourage students to discuss what other animals live in water.

### Expanding

**pages 6–7**

- How do you know a blue whale is big and krill are small? (Elicit description based on the photos.) Encourage students to think of other animals that are big and small, and to say whether they live on land or in the water.

### More Complex

**pages 6–7**

- How is a blue whale like krill? How is it different? Have students compare and contrast the two animals, using both the text and the photos. Encourage them to provide more information they may know.

### pages 8–9

- How is an elephant like a mouse? How is it different? Have students compare and contrast the two animals, using both the text and the photos. Encourage them to provide more information they may know.

### Developing

**pages 4–5**

- How do you know an elephant is very big and a mouse is very small? (Elicit answers based on the photos.) Have think about how they know if something is big or small. Encourage using the senses: With my eyes, I can see that it is big. With my hands, I can feel that it is big.

### Expanding

**pages 6–7**

- How do you know an ostrich is tall and a hummingbird is little? (Elicit answers such as the ostrich has a very long neck and a hummingbird does not. The hummingbird is almost the same size as the flower in the photo.) Does the photograph show you that the ostrich cannot fly? (no) Does the photograph show you that the hummingbird moves its wings fast? (yes) Encourage students to discuss what else the photos show.

### More Complex

**pages 8–9**

- How is an ostrich like a hummingbird? How is it different? Have students compare and contrast the two animals, using both the text and the photos. Encourage them to provide more information they may know.

**Animal Opposites**  **Week 5**

51
Day 2

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<th>Developing</th>
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<td><strong>Pages 10–11</strong></td>
<td><strong>Pages 12–13</strong></td>
<td><strong>Pages 14–15</strong></td>
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<tr>
<td>Is the giraffe very, very tall or very, very small? (very, very tall) Does the coqui live on land, in the water, or both? (both) Point out that the coqui is a frog. Encourage students to discuss whether they have seen giraffes or frogs. If so, where and what did they look like.</td>
<td>What does a giraffe look like? (it is very tall and has a long neck) What does a coqui look like? (it is little) Encourage students to provide other details based on the photos, and not mentioned in the text.</td>
<td>How is a giraffe like a coqui? How is it different? Have students compare and contrast the two animals, using both the text and the photos. Encourage them to provide more information they may know.</td>
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<tr>
<td>Is the whale shark long or short? (long) Is the goldfish long or short? (short) Encourage students to discuss other animals that are long and short, and to say if they live on land or water.</td>
<td>What does a whale shark look like? (it is very long and has a wide mouth) What does a goldfish look like? (it is short and can be red or yellow) Encourage students to provide other descriptions based on the photos, and not mentioned in the text.</td>
<td>How is a whale shark like a goldfish? How is it different? Have students compare and contrast the two animals, using both the text and the photos. Encourage them to provide more information they may know.</td>
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<tr>
<td>Does the monkey have a long or short tail? (long tail) Does the prairie dog have a long or short tail? (short tail) Encourage students to discuss other animals that have long or short tails.</td>
<td>What animal has a long tail? (monkey) What animal has a short tail? (prairie dog) What else does the monkey in the photograph have? What else does the prairie dog in the photograph have? Encourage students to provide other descriptions based on the photos, and not mentioned in the text.</td>
<td>How is a monkey like a prairie dog? How is it different? Have students compare and contrast the two animals, using both the text and the photos. Encourage them to provide more information they may know.</td>
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Practice and Apply

Have the class answer the questions at the end of Animal Opposites. Ask students to explain what they like about their favorite animals. Then lead a discussion about pets. Ask: What animal would you like to have as a pet? What is this animal like? Why do you like this animal? Then ask the class about animals they cannot have as pets but might like to imagine they can. Ask: What would one do with a pet ostrich?

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

**Letter e**  Point to the vowel and say: *This is the letter e.* Point to the letter again, say it, and have students repeat after you. Repeat the process and trace the letter with your finger as you say it. Have students trace the letter in the air as they say it.

**Short Vowel e Sound**  Explain: *The letter e is a vowel. It can make different sounds.* Point to the vowel, say the short vowel sound, and then say the words under it as you point to them. Have students repeat after you. Ask: *What sound do all of these words have in common?* (Be sure students pronounce the short e sound.) Say the sound and have students repeat it after you. Ask: *What letter represents that sound?* (the letter e) Say the sound and write the letter e in the air. Do this again and have the class do this with you. Repeat this process a few more times. Then say the words again and have the class repeat them.

Ask the class: *What other words can you think of that have the e sound?* Have volunteers share their ideas with the class. Write the words on the board. Then say the words as you point to them and have the class repeat.

**Word Families with Short Vowel e**  Read the words aloud as you point to each of them. Have the class repeat after you. Say: *If I change the first letter in bet to s, I get the word set. What word do we get if I change the first letter to m?* (met) Explain: *The words bet, set, and met all belong to the same word family. In a word family, all of the words have the same ending sound.* Ask volunteers to say the ending sound for this word family (–et). Repeat this procedure with the beginning consonant in the other words to make new words. Write the new words on the board. Then have the class read them aloud with you.

Prior to class, prepare sets of cards with the letter a and the letter e on them, one set for each student. Review the short a and e sounds with the class. Ask: *What letter represents the a sound? What letter represents the e sound?* Distribute the sets of cards to the class and have students place them face up on their desks so they can see them at the same time. Explain: *I am going to say some words. If the word has the a sound, hold up the card with the letter a. If it has the e sound, hold up the e card.* Say each word twice, allowing time for students to choose their response. Wait until each student is holding up the correct card before going on to the next word. Finally, write the words on the board, say them, and have students repeat after you as they hold up the correct vowel. Then point to a word and have volunteers read it aloud.
Practice and Apply

**TOTAL PHYSICAL RESPONSE** Review the short a, e, i, o, u sounds with the class. Then, divide the class into five groups and say: *Each group will have a sound.* Assign a short vowel sound to each group. Explain: *I will say some words. When you hear your sound you must do the following: Group A will clap; Group E will bend and touch your toes; Group I will spin once, Group O will hop; and Group U will put your hands up in the air. Everybody stand up and get ready!* First, practice the motions with the groups to ensure understanding. Use the following practice words: *cat, red, hip, got, up.* Then say each word twice and have the appropriate group do their motion. When you have finished the complete word list, write the words on the board and have the class read them aloud with you as you track the words.

**Fluency Practice**

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. 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. Then read the rhyme chorally with the class.

Some animals swim in water. Some fly in the air.
Some have long feathers and others short hair.
Some animals are big, and some are small.
They may be little or they may be tall.
They may live on land or live in the sea.
Animals opposites seem wonderful to me!

**Close**

To bring closure to Day 3, ask volunteers to come to the board and identify pairs of words that rhyme and make word families by thinking of another word that ends with the same sound.
Grammar and Usage

Punctuation: The Question Mark  Review end punctuation with the class. Remind students: *We use a period to indicate the end of a sentence. We use an exclamation point when we want to show that the sentence is expressing a strong feeling like excitement, fear, or happiness.* Ask volunteers to write a period and an exclamation point on the board. Write a question mark on the board. Explain: *We use this mark at the end of a sentence when we are asking for information.* Have the class repeat question mark several times and have them trace a question mark in the air several times.

Read the words aloud and point to the question mark. Ask: *What is this called? (a question mark)* When do we use it? (when we ask for information) Explain: *When we ask a question, our voice goes up at the end. When we write, we have to use a question mark to show that we are asking for information.*

Asking Questions  Write the questions below on the board. Read them and have students answer. After students have answered, point out that the questions can be answered with either yes or no. Ask the questions again and have volunteers answer with yes or no. Explain: *When we want to ask a yes/no question, we begin with the word is.* Offer more example questions: Is your school small? Is your mother at work? Is the cafeteria next door? Have students each think of a yes/no question they could ask a classmate. Choose one volunteer to ask a yes/no question and another volunteer to answer it. Repeat this until every student who wants a turn has the chance to ask and/or answer a question.

Is the elephant big?
Is the whale in the water?
Is the goldfish small?
Is the monkey on the tree?

Asking Questions Using Do and Does  Write the questions below on the board. Explain: *When we want to ask a yes/no question, we can also begin with the words do or does.* Offer more example questions: Do you like school? Does your mother work? Do we have recess now? Remind students: *We use do when we ask a question using I, you, we, or they. We use does when we ask about he, she, or it.* Have students each think of a yes/no question they could ask a classmate. Choose one volunteer to ask a yes/no question and another volunteer to answer it. Repeat this until every student who wants a turn has the chance to ask and/or answer a question.

Do you like giraffes?  Does the blue whale swim?
Do you walk like an elephant?  Does the mouse have ears?
Day 4

Review / ELLs
Remind students that we often need the words do or does after the question word. Explain that we use does when we ask about he, she, or it, and use do when we ask about anyone else or about more than one thing. Provide the following examples: Where does the dog live? Where do elephants live? Explain that you asked about one dog in the first question and many elephants in the second question. Then say singular and plural nouns and subject pronouns and have students say whether they need to use do or does in a question about them.

Practice and Apply
Distribute the cards to students. Explain: I am going to say some sentences. Decide which end punctuation best fits with the sentences you hear. Hold up the card of the punctuation mark you think the sentence needs. Read the sentences below for the students to indicate the appropriate punctuation. Read the sentences at least twice. Finally, write the sentences on the board. Read them again and have students hold up the card with the end punctuation mark for each sentence. Ask: How did you know which punctuation mark to use? Elicit answers such as your voice or the sentence was asking for information.

- What animal eats leaves and herbs? Is the goldfish in the water?
- The mouse is very small. Animals can be big and small.
- How tall is a giraffe? Where does the monkey live?

Talk It Out  COOPERATIVE TASK  Have students work with a partner to discuss their partner’s favorite pet. Explain: You will ask your partner about his or her favorite animal in the book. Start the conversation by asking the Topic of Discussion sample questions: What animal would you like to play with? You may also model answering these questions in complete sentences, for example: I would like to play with an elephant. Encourage students to be creative with their questions and answers. Before beginning the activity, ask students to identify the end punctuation and why it is used (question marks, for asking for information). Circulate among the pairs and assist students as needed. Have volunteers share the information they learned with the class.

Close
Write It Out  To bring closure to Day 4, read the question words on the board to the class and then have the class read them aloud to you. Explain to students: Write the three question words on a sheet of paper. Draw an animal under the question words. Think of three questions to ask about that animal, based on your drawing. Then, take turns asking a partner your questions. First, give an example. Draw a giraffe on the board. Ask: Is it a giraffe? (yes) Does it have three legs? (no) Do giraffes have long necks? (yes) Encourage volunteers to share their questions and drawings with the class to answer as a group.

Class Prep
- Prior to class, prepare sets of cards with a period and a question mark, one set for each student.

Topic of Discussion
My Favorite Animal
1. What animal would you like to play with?
2. How would you play with that animal?
3. Where would you like to go with your animal?
4. What would you do there?
5. How would you get there?

Class Prep
- Write these question words on the board:
  ✔ Is
  ✔ Do
  ✔ Does
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 may use multiple meaning words. It can be funny or serious, but it is a different way of looking at something. Read the riddle on the left. Then tell students that they can ask you yes/no questions to help them figure out what the animal you described is. Read the riddle again. Allow students time to think about the clues and to formulate questions. After you have given them time to think, provide sample questions: Is it fast? Is it slow? Is it the color gray? Does it have a long neck? Does it have a big head? Does it play the trumpet with its nose? Elicit other questions and guesses until the correct response is offered.

Practice and Apply

COOPERATIVE TASK Have students think of an animal riddle to tell to a partner. Say: Each will take turns listening attentively and asking questions politely. They should start with three things to say about the animal. Read the sample questions in the Topic of Discussion to start the discussion and encourage students to be creative with their questions and answers. Explain: Your partners may ask you five questions to help to guess the correct answer. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their riddles with the class.

Listen to Write

Prior to class, prepare a worksheet with these items, with spaces large enough for students to write a vowel:

INFORMAL ASSESSMENT Distribute the worksheet. Explain: Each word is missing a vowel. I will say the word and use it in a sentence. Write the missing vowel in the space. Say each word twice before reading the sentence. Then say the word again. Allow adequate time for students to write the missing vowel before going on to the next word. Finally, write the words with the blanks on the board. Say the word again and have volunteers complete the word with the missing letters. For an added challenge, have volunteers write out the whole word.

1. live Whale sharks live in the water.
2. land A giraffe lives on land.
3. can I can have a puppy for my birthday.
4. but An ostrich has wings but cannot fly.
5. yellow Goldfish are sometimes yellow.
6. fish My sister has a pet fish.
7. very Krill are very small.
8. big An elephant is a very big animal.
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 draw a picture and write about an animal. Write the following writing prompt on the board. Say: What animal do you want to have as a pet? Describe it. Refer students to the Words to Learn to help them generate ideas. Then write the sentence starter 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 draw a picture of the animal they want to have as a pet. Ask them to include details in their drawings, such as its size, what it can do, and where it lives.

**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 sentence starter on the board. Say: Copy the question and sentence on a separate sheet of paper. In the blank, write the name of the animal you want as a pet. Assist students with handwriting, punctuation and spelling as necessary.

**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. Help students revise what they wrote, checking spelling, capitalization, punctuation, and penmanship. Tell students to make any corrections necessary.

**Publishing** Explain: The last step in 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 the sentence starter for them to complete. 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 *Jobs People Do*. Remind students: *This is the cover of the book. It covers what is inside.* Show students the title page. Remind students: *This is the title page. The title page tells us the title, the author, and sometimes the illustrator of the book.* Point out: *This book has photographs, so there is no illustrator.* Point to the title, read it aloud, and have students repeat it after you: *The title of this book is Jobs People Do.* Remind students: *The author is the person who wrote the book or story.* Point to the author’s name and say: *The author is Amy White.* Say the title and the author and have students repeat it after you: *Jobs People Do by Amy White.*

**Words are Separated By Spaces**  Point to the first sentence in the book. Ask: *How many words are in this sentence?* (six) Then ask: *How do you know?* (there is a space between words). Explain: *When we write, we leave a space between the words in the sentence. This way, the reader can see where one word ends and another word begins.* Have students tell how many words are in different sentences in the book.
Genre

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. Say: Jobs People 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 sometimes called informational 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 (be sure to provide samples of information). Then encourage students to provide examples of other nonfiction/informational texts they know.

Frontload Vocabulary

Write jobs on the board and sound it out as you point to each letter. Have students repeat after you. Explain: Jobs are the work people do. Teacher is the name of my job. Point to the word again and have the students say it with you. Ask: What are your parents’ jobs? What do you want your job to be when you grow up?

For the rest of the Words to Learn, use the Spotlight on English Community photo cards (People) and/or images you have gathered from the Internet that illustrate these key words. Show students an image, say the word, and have students repeat the word after you. Then show students the index card for that word, say it, and attach it to the corresponding image. Point to each image and key word.

Activate Prior Knowledge

Display the images from the last activity. Point to each image and have students identify the job depicted. After students correctly identify the job, ask: What kind of work do they do? Where do they work? How can you tell what their job is? Do they wear special clothes to do their job? Spend some time bringing out prior knowledge from all students in the group and build upon this background knowledge by providing additional information. For example, students may know that police keep people safe and catch bad guys; they may know that police wear uniforms. Explain: But did you know that police have to go to a special school? They also have to take and pass written and physical tests before they are allowed to wear the uniform. Share what you know about each job in the Words to Learn box. Encourage students to ask questions using what, where, and how.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of Jobs People Do. You may want to flip through a few pages. Ask: What do you think Jobs People Do 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 Jobs People 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 track print as you read and they repeat. Say: Remember, we use our fingers to show the direction we read the words. English is read from left to right, and top to bottom. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts 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 word or a few words.

➤ Expanding  Use questions such as these for students to recall information and draw conclusions about the text. Students may answer in short phrases.

➤ More Complex  Use questions such as these to help students compare and contrast different kinds of jobs people do in the community. Students should answer in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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</thead>
<tbody>
<tr>
<td>- What do people do? (different kinds of jobs) Who flies airplanes? (pilots) Have students describe the pilot and anything else they see in the photo. Encourage students who have flown in a plane to describe the event.</td>
<td>- Why do pilots see many places? Encourage students to talk about places they have flown to or would like to see.</td>
<td>- What do all the jobs in the photos have in common? (they are all important; they can help other people; they use special tools) Encourage students to identify jobs that help people and jobs that people do in the city or the country.</td>
</tr>
</tbody>
</table>
### Developing

**pages 4–5**

- **Who do police officers and firefighters help?** (people in need, people in fires) Have students talk about how to call the police or the firefighters if they need help. Encourage them to discuss what might be fun about these jobs and what might be dangerous.

- **Who keeps people safe?** (police officers) **Who saves lives?** (firefighters) Have students describe what they see in the photos such as what the people are wearing and any equipment they have. Encourage them to discuss other things they know about police officers and firefighters.

### Expanding

**pages 6–7**

- **How do police officers like firefighters?** (They help people or help keep people safe.) **How are they different?** Encourage students to discuss the ways in which each of these workers help people. How are they similar? How are they different?

- **Who cares for us when we are sick?** (nurses and doctors) **Who cleans our teeth?** (dentists) Have students describe the people in the photos, what they look like, the clothes they are wearing, and any tools they see. Encourage them to describe a visit to the doctor or dentist.

### More Complex

**pages 8–9**

- **How are nurses and doctors like dentists?** (They help people stay healthy.) **How are they different?** (Dentists work with teeth; doctors and nurses work with the whole body.) Encourage students to talk about why people might want to do these jobs. Have students identify what might be fun or interesting about these jobs.

- **Who takes care of our pets?** (veterinarians) **Who grows fruits and vegetables?** (farmers) Have students describe what the people in the photos are doing. Encourage them to describe a visit to the veterinarian or to a farm.

- **What do veterinarians do?** (take care of our pets when they are sick) **What do farmers do?** (grow fruits and vegetables; work with animals) Encourage students to talk about what might be fun about these jobs.

- **How is a farmer like a veterinarian?** (They both take care of animals.) **How are they different?** Encourage students to discuss any experiences they may have had with animals, farms, or veterinarians. Have students talk about whether they would or would not like to work on a farm. Ask students to explain their answers.
<table>
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<tr>
<td><strong>pages 10–11</strong>&lt;br&gt;What do carpenters build? (houses and furniture) What do cooks and chefs work with? (food) Have students describe the photos. They should include any special clothes the people are wearing, any tools they use for their job, and anything else they see.</td>
<td>What do carpenters need to do their job? (wood, tools) What do chefs need? (pots, pans, knives, stove, oven) Encourage students to talk about what they think might be fun about doing these jobs.</td>
<td>How is a carpenter like a chef? (they both make things; they both use special tools) How are they different? Encourage students to discuss where a carpenter might work and compare it to where a chef might work.</td>
</tr>
<tr>
<td><strong>pages 12–13</strong>&lt;br&gt;Who draws and paints? (artists) What do musicians do? (play instruments and sing songs) Have students explain how the photos show what the people do for their jobs. Encourage them to discuss musical instruments not in the photo.</td>
<td>What do artists need to do their jobs? (paint, brushes, clay) What do musicians need? (musical instruments, their voice) Have students talk about what they like and do not like about these jobs.</td>
<td>How are artists like musicians? (They create things.) How are they different? Encourage to discuss where an artist might work and compare it to where a musician might work.</td>
</tr>
<tr>
<td><strong>pages 14–15</strong>&lt;br&gt;Who repairs cars? (car mechanics) What do office workers work with? (numbers and words) Have students describe the people in the photos: what they are wearing, where they are, and what they are doing. Encourage them to discuss how they use a computer.</td>
<td>What do car mechanics need to do their job? (tools, a shop) What do office workers use to do their job? (computers, phones, paper) Encourage students to talk about how these jobs are important. Have them discuss what they would and would not like about these jobs.</td>
<td>How are mechanics like office workers? (They use special tools and equipment.) How are they different? Encourage students to discuss where mechanics might work and compare it to where office workers might work. Have them talk about which of these jobs they would rather do and why.</td>
</tr>
</tbody>
</table>
Practice and Apply

Lead a discussion about jobs. Start with the question that appears at the end of *Jobs People Do: What do you want to be when you grow up?* Ask students to explain what they think they will do in this job and why they want to do it. Ask the class what jobs they would not like to do and why.

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.
Review of Vowels and Short Vowel Sounds  Write the following words on the board. Say the words in the first row. Then point out the vowel and say: *Remember, this is the letter a; it has the a sound.* Have students say the vowel and its short vowel sound. Then read the words in the first row again and have students follow along. Follow this procedure for the rest of the vowel rows.

- **a:** and, sad, cap, wag, bat, tan
- **e:** get, help, gem, men, pen, red
- **i:** sick, with, him, tin, sit, did, pin
- **o:** job, body, hop, dog, mop, hot
- **u:** us, up, hum, gut, bus, tug

Word Families  Remind students: *One way to read words is by sounding them out.* Write *men* on the board and segment it into sounds as you track the print (/m/ /e/ /n/). Explain: *Another way to read words is by using word families.* Point to the word *hot*. Say it and have students repeat after you. Say: *I am going to change the first sound of the word hot to make new words.* Point to the next word and say it, and have students repeat after you. Do this for all the words in the first column. Say: *These words make up a word family. In a word family, all of the words have the same ending sound. The ending sound for this word family is /ot/.* Then point to the words in the second column. Encourage volunteers to read the words, correct as necessary, and have the class repeat it.

Write the following words on the board. Say: *Now practice reading another word family: /old/.* Ask volunteers to read the words on the board, correct as necessary, and have the class repeat it.

- bold  cold
- fold  gold
- hold  mold
- sold  told

Say: *Now practice reading another word family: /ack/.* Ask volunteers to read the words on the board, correct as necessary, and have the class repeat. Then ask volunteers to provide other words in that family by changing the first sound. Say: *Sometimes the first sounds are written with one letter and sometimes they are written with more than one letter.* Have volunteers suggest words and write them on the board. Then point to the words and have the class read them aloud. Have students explore by trial and error to make words in that word family. Do this by having them go through the alphabet and try each letter until they hear themselves say a word that they recognize.
Practice and Apply

Prior to class, prepare sets of five cards with a vowel on each card, one set for each student. Quickly review the short vowel sounds with the class. Ask: *What letter represents the a sound? What letter represents the e sound?* Do this for the rest of the vowels. Distribute the sets of cards to the class and have students place them face up on their desks so they can see them at the same time. Explain: *I am going to say some words. Hold up the card that has the vowel sound of the word I say.* First, give an example. Then, say each word twice, allowing time for students to choose their response. Finally, write the words on the board, say them, and have students repeat after you as they hold up the correct vowel. Then point to a word and have volunteers read it aloud.

List of words to say (and later write on the board):
bed  bit  cat  fun  get  men  but  jam
hot  cut  man  dog  dip  pin  mop

**COOPERATIVE TASK** Have students work with a partner to find words in a word family. Say: *With your partner, find words in the word family /ick/.* Point to the word on the board to generate ideas. Have a volunteer read the word aloud, correct as necessary, and have the class repeat. Allow time for the pairs to generate words in the word family. Ask volunteers to share their words with the class. Write the words on the board and then have the class read them aloud. Finally, have students practice reading the words from all the word families on the board with a partner.

**Fluency Practice**

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. 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. Then read the rhyme chorally with the class.

There are many jobs people do.
There are workers and artists, too.
Farmers grow food for us to eat.
Cooks and chefs make us tasty treats.
While police officers are quick,
Doctors have to care for the sick.
Car mechanics repair our car,
And pilots take us very far.
I wonder which job you will do.

**Close**

To bring closure to Day 3, ask volunteers to come to the board and identify pairs of words that rhyme and make word families by thinking of another word that ends with the same sound.

**Review / ELLs**

Have students review the sounds again and trace the corresponding letters in the air. Do this several times, and then have students trace the letters on the cards as they say the corresponding sounds. Have students repeat the activity with the cards.

**Class Prep**

Write this word on the board:
✔ stick
Grammar and Usage

**Singular and Plural Nouns** Remind students that nouns name people, places, and things. Then, explain: *If a noun is naming one person, place, or thing it is called a singular noun. Singular means only one. Boy, sister, class, house, town, and school are singular nouns because they name only one of each thing.* Next, explain to students: *If a noun names more than one person, place, or thing it is called a plural noun. Plural means many. Boys, sisters, classes, houses, towns, books, and schools are examples of plural nouns. Each word names more than one thing.*

**Plurals Ending in -s** Read the words aloud as you point to them. Point to the words on the left side and tell students these are singular nouns. Point to the right side and tell students these are plural nouns. Ask: *What is the same about all the plural forms? (they end in –s; they have the /s/ sound)* Explain: *To make many singular nouns into plural nouns, we add the letter s to the end of the noun.* Pronounce the plural forms again, enunciating the final -s. Tell students: *We add the letter -s to the word when we write it, and we say the /s/ sound when we say it.*

**Plurals Ending in -es** Read the words aloud as you point to them. Ask: *What is the last sound in each word? (the /s/ sound)* Explain: *To make these nouns plural, we have to add the letters -es at the end. When we speak, we are also adding a syllable when we add -es. Add the -es to the words on the board and pronounce the plural form. Have the class repeat after you. Be sure students can hear and understand the new syllable (class-es, dress-es, and so on).*

**Plurals of Words Ending with -se** Read the words aloud as you point to them. Ask: *What is the last sound in each word? (the /s/ sound)* Explain to students: *The last letter of these words is not an s, but the last sound of the word is /s/. When we write the plurals of these words, we only have to add -s. When we say them, we are also adding a syllable and the final sound is pronounced like the –es plural forms.* Say the plural forms of these words and have the class repeat after you. Be sure students can hear and understand the new syllable (nurs-es, hous-es, and so on).*
Practice and Apply

Write the singular nouns below on the board. Read each one aloud and have students repeat them after you. Say: *You will say which letter or letters we need to make the noun plural, either –s or –es.* Say the singular form and have volunteers provide the necessary information. As students correctly identify the ending, add it to the word on the board. Then point to each plural form, say it, and have the class repeat after you.

cook  house  boy
paper  chair  class
dog  bed  tool
dress  pencil  sister
bus  face  girl
mix  job  pet
nurse  dance  glass
place  store  pig

Talk It Out  **COOPERATIVE TASK** Have students work with a partner to discuss jobs. Explain: *You will ask your what he or she thinks about some of the jobs in the book.* Start the conversation by asking the **Topic of Discussion** sample questions: *What job do you like? Why do you like it? How is this job fun?* You may also model answering these questions in complete sentences. Encourage students to be creative with their questions and answers. Ask students to identify the question words (*what, where, how*) and what kind of information will answer that question. Circulate among the pairs and assist students as needed. Have volunteers share the information they learned with the class.

Close

**Write It Out** To bring closure to Day 4, tell students: *Draw a picture of one of the jobs you read about in Jobs People Do. Be sure to include things the people use to do their jobs. Write the name of the job and label the tools used to do that job.* Encourage students to use plural nouns as they label their drawings. Assist students with labeling as needed. Then have students show and explain their drawings to the class.

**Topic of Discussion**

**Jobs**

1. What job do you like?
2. What job don’t you like?
3. What job is important?
4. What job is fun?
Speaking and Writing

Model

Tell students: *I am thinking of a job. I will give you a clue to help you find out what the job is.* Explain to students that they can ask questions to correctly guess the job. Begin with the following clues:

- ✔ I work with people.
- ✔ I wear a uniform.

Have volunteers ask questions. If necessary, say the clues again and provide sample questions to help start the discussion: *What do you do in your job? Where do you work? Are you a police officer?* Allow students time to think about the clues and to formulate questions. Elicit other questions and answer them. Continue to elicit guesses from the class until the correct response is given.

Practice and Apply

**COOPERATIVE TASK** Have students think of a job and something they can say about it. Say: *Each will take turns listening attentively and asking questions politely.* Read the sample questions in the *Topic of Discussion* to start the discussion and encourage students to be creative with their questions and answers. Explain: *You can only give one clue and only answer the questions you are asked.* Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their statements with the class. Encourage the class to politely offer questions that will help them to correctly identify the job.

Listen to Write

**INFORMAL ASSESSMENT** Distribute lined sheets of paper to students. Explain: *I will say some words from the 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, display the key words on the board. Read each word and spell it aloud as students self-correct their papers.

---

| 1. jobs | There are many jobs where you can help people. |
| 2. workers | Office workers use computers. |
| 3. cooks | The cooks in the school cafeteria are very nice. |
| 4. car | When the car doesn’t work, we take it to the mechanic. |
| 5. farmers | My grandparents were farmers. |
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 write about a job their parent or guardian does. Write the following writing prompt on the board. Say: Think about your parent or guardian’s job. What is it? What tools do they use to do their job? Then write the sentence starters on the board and read them aloud.

Writing Prompt

- My ___ is a ___.
- My ___ uses ___ to do the job.

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 draw a picture of their parent or guardian at work. Ask them to include details in their drawing that will help them write about it, such as tools, appropriate clothing, and work environment.

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 a 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 sentence starter on the board. Say: Copy the sentences on a separate sheet of paper and fill in the blanks with the appropriate information. Encourage students to use key words from the Words to Learn box and plural nouns in their writing 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 plural forms, and to make sure that their sentences begin with a capital letter and end with a period. Circulate among the students and assist them 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 that space 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 *Transportation*. Ask: *What is this?* (the cover) *What does it do?* (it covers what is inside). Show the title page to the class and ask: *What is this page called?* (title page) Point to the title, say it, and then ask: *What is this?* (the title) *What is the title?* (the name of the story or book) Say: *The title of this book is Transportation.* Point to the author’s name, say it, and then ask: *Who is this?* (the author) *What does the author do?* (writes the book, story or poem) Point to the author’s name and say: *The author is Lauren Robbins.* Then say the title and author and have students repeat it after you: *Transportation by Lauren Robbins.*

**Text Directionality** Review and reinforce text directionality with students (introduced in Week 3). Say: *Imagine you have a page from a book in front of you. Point to the part of the page where we begin to read.* (Be sure each student points to the upper left of the imaginary page.) Then say: *Move your finger in the direction we read the words on the page.* (Be sure students move their fingers from left to right.) Then ask: *What do we do when we get to the end of a line on the page?*
You may have students either explain their answer or show their response by moving their finger on the imaginary page to the next line of text.

**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: *Transportation* 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 (be sure to provide samples of information). Then encourage students to provide examples of other nonfiction/informational texts they know.

**Frontload Vocabulary**

Point to the word *transportation*. Sound out the word and have students repeat after you. Explain: We use this word to talk about how people and things move from place to place. Say *transportation* again and have students repeat once more. For the rest of the *Words to Learn*, use the Spotlight on English Community photo cards (Transportation) and/or images you have gathered from the Internet that illustrate these key words. Show each image and have the class repeat after you as you say each word. Repeat the procedure at least two more times. Finally, show an image at random and have students say the word the image depicts. Then ask: Which of these modes of transportation travel in the air? (airplanes, helicopters, spaceships) Which travel on land? (buses, campers, cars, subways, trains, trucks, vans) Which ones travel on the sea? (boats, ships)

**Activate Prior Knowledge**

Display the images from the last activity and encourage students to use them for this activity. Ask students: How do people move from place to place where you live? How do you get to school? How does your parent or guardian get to work? Then ask: Which modes of transportation are fast? Which ones are slow? Which modes of transportation do people use when they go on vacation? Lead a discussion about the kinds of transportation students have taken or would like to take and ask them to tell about it. Where have they been, and where would they like to go?

**Close**

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of *Transportation*. 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 Transportation 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 track print as you read and they repeat. Say: Remember, we use our fingers to show the direction we read the words. English is read from left to right, and top to bottom. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts 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 more words.

Expanding  Use questions such as these for students to discuss the main idea and details of the text. Students may answer in phrases or short sentences.

More Complex  Use questions such as these for students to practice critical thinking skills. Students should answer in complete sentences.

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<tr>
<th>Developing</th>
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<td>pages 2–3</td>
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<tr>
<td>What did people ride long ago? (horses, camels, elephants) Encourage students to talk about any experiences they had riding any of these animals or what they think it might be like to ride these animals.</td>
<td>What forms of transportation didn’t people have long ago? (no airplanes, no cars) Encourage students to describe the photos of ancient transportation.</td>
<td>Why do you think people used animals for transportation long ago? (animals are faster than people; can carry heavy things) Encourage students to talk about other ways people might have travelled long ago.</td>
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<tr>
<td><strong>pages 4–5</strong></td>
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<tr>
<td>▶ What kinds of transportation do you see in the photo? (buses, cars, trucks, taxis) Encourage students to talk about the kinds of transportation they use.</td>
<td>▶ Why did people invent new ways to travel? (to travel better and faster) Encourage students to think of when they might travel by airplane, ship, train, or truck. Have students think about what kinds of things a big truck might carry.</td>
<td>▶ Why do you think people wanted faster and better transportation? Encourage students to talk about how the forms of transportation in the photo are better and faster than using animals.</td>
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<tr>
<td><strong>pages 6–7</strong></td>
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<tr>
<td>▶ How do people travel now? (cars, vans, trucks, buses, subways) Encourage students to describe the photos on these pages. Have them include adjectives of size, color, and shape in their descriptions.</td>
<td>▶ Where do we see subways? (in cities) Where does the subway travel? (underground) Encourage students to talk about their experiences riding a bus or a subway.</td>
<td>▶ How is a bus like a car? (both have wheels, you drive them, hold people) How is it different? (buses are bigger, more people can ride in them) Have students compare and contrast trains and subways. How are they alike; how are they different?</td>
</tr>
<tr>
<td><strong>pages 8–9</strong></td>
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<tr>
<td>▶ Which forms of transportation travel long distances? (airplanes, trucks, ships, trains) Have students describe the photos of the forms of transportation they identified. Encourage students to talk about which ones are faster than the others.</td>
<td>▶ Which form of transportation travels through the air? (airplane) How is a camper like a house? (people live in them, they might have kitchens and bathrooms) Encourage students to talk about any experiences they had travelling in a plane or a camper or what they think it might be like to travel in a plane or camper.</td>
<td>▶ How might travelling in a camper be better than travelling by car or truck? Encourage students to talk about places that people might visit if they had a camper.</td>
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### Developing

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<th>Pages 10–11</th>
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<tbody>
<tr>
<td>What do trucks carry? (goods)</td>
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<tr>
<td>Where do they go? (all parts of the country)</td>
</tr>
<tr>
<td>What do trains carry? (people and goods)</td>
</tr>
<tr>
<td>Where do they stop? (cities and towns)</td>
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</tbody>
</table>

Have students describe the photos of the truck and the train. Encourage students to talk about any experiences they have had travelling by train.

### Expanding

<table>
<thead>
<tr>
<th>Pages 12–13</th>
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<tbody>
<tr>
<td>Where do airplanes travel? (all over the world)</td>
</tr>
<tr>
<td>Where do helicopters travel? (in the air, in difficult places)</td>
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</tbody>
</table>

Have students discuss which form of transportation they would prefer to use: a helicopter or an airplane. Why?

<table>
<thead>
<tr>
<th>Pages 14–15</th>
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</thead>
<tbody>
<tr>
<td>How do ships and boats travel? (on the water)</td>
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Have students describe the ship and the sailboat in the photos.

### More Complex

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>How is a train like a truck? (Both of them carry goods all over the country.)</td>
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<tr>
<td>How is a train different from a truck? (trains stop in cities and towns; trains also carry people)</td>
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</table>

Encourage students to talk about what kinds of goods trains and trucks might carry.

<table>
<thead>
<tr>
<th>Pages 12–13</th>
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</thead>
<tbody>
<tr>
<td>Who might use helicopters in their job? (police officers, fire fighters, doctors)</td>
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</table>

Encourage students to discuss any occasions when they saw or rode in a helicopter. Have students describe what they think it would be like to ride in a helicopter.

<table>
<thead>
<tr>
<th>Pages 14–15</th>
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<tbody>
<tr>
<td>Which is faster: a ship or a sailboat? Why?</td>
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Have students discuss which they would rather take a trip on: a ship or a sailboat. Encourage students to explain their answers.

<table>
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<tr>
<th>Pages 10–11</th>
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<tbody>
<tr>
<td>Why do you think some goods might travel by truck and others by train? Have students talk about which form of transportation might be faster: a truck or a train. Then have them consider what goods need to travel faster and why. You may want to introduce the concept of “perishable goods”.</td>
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<table>
<thead>
<tr>
<th>Pages 12–13</th>
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<tbody>
<tr>
<td>Why do you think helicopters are used to rescue people more than airplanes? Encourage students to discuss how airplanes are different from helicopters.</td>
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<tr>
<th>Pages 14–15</th>
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<tbody>
<tr>
<td>How are ships similar to boats? (both travel on water and can travel around the world)</td>
</tr>
<tr>
<td>How are they different? (boats are for fun; ships transport goods and people)</td>
</tr>
</tbody>
</table>

Encourage students to talk about where they have traveled or would like to travel in a ship or boat.
Day 2

Practice and Apply

Lead a discussion with the class about modes of transportation they have used, when they used it, and where it was. Then ask: Why did the author write this book? (to talk about different forms of transportation and how they are used) Encourage students to talk about which form of transportation is fastest, slowest, most fun, most boring, most expensive, cheapest, and the one they would most like to take.

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

**Syllabication** Quickly review the five vowels and their sounds. Tell students: *Words are made up of parts called syllables. Each syllable must contain a vowel sound. This means that each syllable has to have a vowel in it. Words may contain one, two, three, or even more than three syllables. The number of syllables is not the same as the number of letters in the word.* Write these words on the board:

- hot
- land
- teacher
- animal
- airplane
- spaceship
- officer
- help
- cafeteria

Point to the word *hot* on the board. Ask the class: *How many letters are in this word? (h-o-t = three).* Point out that you will clap out the number of syllables. Say: *Each clap is a syllable.* Then say the word *hot* and clap out the number of syllables it has. Ask: *How many syllables did you hear? (one)* Repeat the procedure with the other words.

Say the names and clap out the syllables. Then have students break their own names into syllables. Ask the class: *Whose name has one syllable? Two syllables? Three syllables? More than three syllables?* For those students whose names have more than three syllables, ask them to say how many syllables their names have. Ask volunteers to say their names and clap out the syllables. Have the whole class chorally repeat the name and clap out the syllables for the name of each student in the class.

**Practice and Apply**

**COOPERATIVE TASK** Write the words below on the board. Say each word and have the class repeat after you. Repeat them once more, this time more slowly. Then tell students they will work with a partner to determine how many syllables each word has. Encourage students to clap out the syllables. After students have had a chance to practice, point to a word, say it, and have a volunteer say the word and clap out the syllables. Ask: *How many syllables do you hear?* Then have the class repeat the word as they clap out the syllables.

- transportation
- camper
- subway
- elephant
- travel
- helicopter
- truck
- van
- helicopter
- sailboat
Fluency Practice

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. 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.

There are many ways to travel today.
You can try one of these to get away:
An airplane to go places very fast.
A ship or boat to sail like in times past.
A bus to go to school or around town.
A subway train that takes you underground.
A truck or van that brings us lots of goods.
A camper to take a trip in the woods.
A car like the ones you see on this street.
Or the oldest way to travel: our feet.

Close

To bring closure to Day 3, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.
Grammar and Usage

Information Questions  Review use of question mark and yes/no question words with students (introduced in Week 5) and remind them: Usually yes/no question words are followed by do, does, did or forms of the verb be like are or is. Read aloud the questions on the board and have the class repeat after you.

Point out the end punctuation. Say: When we write questions, remember that we use a question mark at the end. Point to the question mark, say its name, and have the class repeat after you. Have students draw questions in the air several times. Briefly review when to use periods and exclamation points as end punctuation. Have students draw these punctuation marks in the air. Then say a punctuation mark and have the class draw it in the air.

Asking Questions Using What, Where, and How  Point to the questions on the board and read them. Have students answer them. After students have answered, point out that the questions cannot be answered with a simple yes or no. Explain: When we need to know more than yes or no, we need to use an information question. An information question uses question words. These question words let the other person know what kind of information we need or want from them. Some questions words are where, what, and how. Point out to students that a yes/no question can be changed to an information question by adding the question word to the beginning of a yes/no question. Provide examples.

Point to the question words on the board and define them for students: What means that we want to identify something. Where means that we want to know about a place or location. How means that we are asking for a description or an explanation about the way something is or is done. Refer students back to the initial questions you asked and the answers they provided. Say: The answer to the first question identifies an object (we use the subway to travel underground). The answer to the second question identifies a place (ships travel in the water/ocean). The answer to the third question explains how people travel today (people travel using many forms of transportation).

Review / ELLs  Remind students that questions may include the words do, does, or did after the question word, but they may also include the words is, are, was, or were after the question word. Explain that if they use is, are, was, or were in the answer, they should use one of these verbs in the question. Ask: Where is your book? How are you? Where are the students? How was your day? Have students answer the questions. Point out the verb forms. Then have students ask a partner questions using where and how with a form of do and where and how using a form of be.
Practice and Apply

**COOPERATIVE TASK**  Tell students: *I will give you answers to questions. Work with a partner to decide what question you would ask for that information.* Remind them that each question should start with *when* or *how.* First, provide a sample: *He lives in California.* Ask: *What question would get someone to say that answer? (Where does he live?)* Remind students that they can only ask questions with *where* and *how.* Say the answer and allow students time to confer with their partners. Then have volunteers ask the question. Repeat students’ questions and have the class chorally repeat them. Say these answers:

- Your pencil is on the desk.
- They go to school by bus.
- Boats travel on the sea.
- We go to the mountains for vacation.
- I feel happy.
- Mom works in an office.

**Talk It Out**  **COOPERATIVE TASK**  Tell students: *You are going to talk with a partner about a trip they would like to take. Think of four questions using where and how.* Start the conversation by asking the *Topic of Discussion* sample questions: *What place do you want to visit? How would you get there? What would you do there?* Model answering these questions in complete sentences. Encourage students to be creative with their questions and answers. Ask them to identify the question words and to determine what kind of information will answer that question. Circulate among the pairs and assist students as needed. Once the pairs have asked and answered their questions, ask one volunteer to ask another volunteer one of his or her questions. The person who answered will ask another student a question until each student in the class has asked and answered a question.

Close

**Write It Out**  To bring closure to Day 4, show students an image of people packing for a trip or leaving their home with suitcases. Tell them they are going to think of questions to ask these people using *where* and *how.* Provide the sentence frames for students to complete with the appropriate question word. Have students write out the questions on a separate sheet of paper. Then have students chorally read the questions.

**Topic of Discussion**

**A Place You Want to Visit**
1. What place do you want to visit?
2. How would you get there?
3. What would you do there?
4. How would you come back?

**Class Prep**

Write these sentence frames on the board:

✔ ___ are they going?
✔ ___ are they getting there?
Day 5

Speaking and Writing

Model

Remind students: A riddle is a series of sentences that describe something in an indirect way. Tell students they are going to hear a riddle. They may ask three yes/no questions to help them accurately guess the answer. Read the riddle. Read it again, and pause to allow students time to think about the clues and formulate their questions. Elicit other questions and guesses from the class until the correct response is offered.

I have four wheels.
I come in different sizes.
I may have a kitchen or a bathroom.
I can be a home away from home.
What am I? (Answer: a camper)

Practice and Apply

COOPERATIVE TASK Have students work with a partner to describe a kind of transportation. Say: Each will take turns listening attentively and asking questions politely. Read the sample questions in the Topic of Discussion to start the discussion and encourage students to be creative with their questions and answers. Say: Think of a kind of transportation we read about. Think about how it looks, how it moves, where you can see it, and who uses it. Explain: Your partners may ask you five questions to help to guess the correct answer. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their riddles with the class. Encourage the class to politely offer 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 some words from the 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, display the key words on the board. Read each word and spell it aloud as students self-correct their papers.

1. ships  Big ships carry goods across the sea.
2. vans  The bakery uses vans to deliver bread to the stores.
3. cars  A lot of cars travel on this highway
4. buses  Buses bring the children to school.
5. trucks  Big trucks carry goods across the country
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 a trip they have taken with their class or with their families. Write the following writing prompt on the board. Say: Tell about a trip you took. Where did you go? How did you get there? What did you see there? What did you think of the trip? Then write the sentence starters on the board and read them 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 draw a picture of how they travelled to the place they visited. Ask them to include details in their drawing that will help them to write about it, such as where it was, who went, what they saw, and what means of transportation they used.

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 writing.

Drafting Explain: The next step in the writing process is **drafting**. In this step, we write our ideas down. Display the sentence starters on the board, without punctuation. Say: Copy the sentences on a separate sheet of paper and fill in the blanks with the appropriate information. Be sure to use correct punctuation. Encourage students to use key words from the Words to Learn box 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, penmanship, and to make sure that their sentences begin with a capital letter and finish with end punctuation. Circulate among the students and assist them 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 that space 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 Stories and Rhymes, Little Book 3. Ask: What is this? (the cover) What does it do? (it covers what is inside). Show the title page and ask: What is this page called? (title page) What does this page tell us? (the title, author and sometimes the illustrator). Point to the poem titles, Say: We will read three poems from this book. They are: Watch It Grow, I’m Going to the Beach Today, and The Entsy Weentsy Spider. Next, point to the author’s name, and say: The author is Rebecca Williams Salvador. Then say the poem titles and author once again, and have students repeat them after you.

Identifying Uppercase and Lowercase Letters Review uppercase and lowercase letters with students (introduced in Week 4). Point to the first letter of the first sentence in Watch It Grow. Remind students: This letter is a capital letter. It is an uppercase H. Uppercase letters are sometimes called capital letters. They are written bigger and sometimes differently than lowercase letters. We begin sentences with uppercase letters.
Point to the letter h in the word the in the second sentence. Say: This is a lowercase h. It is written differently than the uppercase H. Turn to page 12 and point to the capital A. Say: This is an uppercase A. Can you find a lowercase a in this sentence? (the word a). Ask students to identify the uppercase letters on each page. Point to random letters and ask: Is this an uppercase letter or a lowercase letter?

**Genre**

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. Say: Watch It Grow, I’m Going to the Beach Today, and The Eentsy Weentsy Spider are examples of poems. Poems often contain words that rhyme. Tell students to listen for the rhymes as you read the poems aloud. Remind students that some poems are used as words to a song.

**Frontload Vocabulary**

Use the Spotlight on English photo cards and/or images you have gathered from the Internet that illustrate the Words to Learn. Show the image, say the word, and have the class repeat after you. Be sure to mime the verbs. Repeat the procedure at least two more times. Then show the images at random and have volunteers say they word. Have the class repeat after them. Finally, ask: Which words are nouns? (ground, seed, sunshine, water, beach, bucket, castle, shovel, sun, rain, spider, spout, waterspout) What kind of word is swim? (action word/verb)

**Activate Prior Knowledge**

Ask students: What do you know about how plants grow? What do plants need to grow? How do you make a garden? Have students talk about any experiences they had with gardens or gardening. Elicit key words where you can. Then ask: Have you ever gone to the beach? What did you do there? Why do you think the beach is a fun place? Encourage students to talk about visits to the beach. Elicit the key words whenever possible. Finally, show the image of the waterspout and superficially explain to students how it works: When it rains, water travels from the roof of a house or building into the waterspout. The water moves down the pipe and goes out (or “spouts”) into the grass or the street. A waterspout protects a house or building from flooding.

**Close**

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of Stories and Rhymes, Little Book 3. You may want to flip through a few pages. Ask: What do you think the poems are about? Write students’ predictions on the board to refer to once they have finished reading the poems. Tell students that they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Watch It Grow, I’m Going to the Beach Today*, and *The Eentsy Weentsy Spider* and have students listen. Read them again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students track print as you read and they repeat. Say: *Remember, we use our fingers to show the direction we read the words. English is read from left to right, and top to bottom.* This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread the complete text with students or parts 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 poems. Students may answer with one word or a few words.

- **Expanding**  Use questions such as these to help students to draw inferences from the poems and illustrations. Students may answer in short phrases.

- **More Complex**  Use questions such as these for students to practice their critical thinking skills and to discuss the relationship between the poem and the illustrations. Students should answer in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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</table>
| **Watch It Grow**
  *Watch It Grow* pages 10–11
  - *Where do you plant a seed? (in the ground)*  *What do you do next? (water it)*  Encourage students to describe the illustration including the man in the illustration, his clothing, and the colors of the clothes. Have students describe where the seed is and what the illustration represents.

  - *What do you do to make a plant grow? (plant the seed in the ground, water it)*  Encourage students to talk about what the seed will turn into and how they know.

  - *Why is there a bed for the seed in the illustrations?*  (Elicit answers such as the seed is sleeping or resting.)  Encourage students to talk about how the illustrations help them understand how plants grow.
### Developing

**pages 12–13**

- What else does the plant need? (sunshine)
- What does the plant do? (grow)

Encourage students to describe the illustration. Have them describe where the seed is and what the picture represents.

- Why does the seed have an umbrella? (to protect it from too much sun)
- Why is there a ladder by the plant? (to show how big the plant grew)

Have students describe the seed on page 12 and then the plant on page 13.

### Expanding

**pages 14–15**

- Where is the boy going? (the beach)
- What is the boy taking to the beach? (bucket and shovel)

Have students describe the people in the illustrations. Who are they in relation to the boy? Encourage students to talk about physical appearance, clothing, and scenery.

- How does the boy feel about going to the beach? (happy, excited)

Encourage students to talk about how they would feel if they were going to the beach.

### More Complex

**pages 16–17**

- What is the boy planning to do at the beach? (build a castle, swim, play, sit in the sun)

Encourage students to describe the activities in the illustrations. Have them think of other activities not mentioned in the poem.

- What are the people in the illustrations doing? (swimming, sitting in the sun, playing, splashing)

Have students talk about what they do or would do at the beach. Explain that families normally go to the beach to relax and have fun.

- Who is the little boy with at the beach? (his family)

Encourage students to talk about how the boy’s family is like their family.

- How do you know the little boy thinks the beach is fun? (He is smiling; he talks about all the things he wants to do.)

Does his family think the beach is fun? How do you know? Encourage students to talk about why the boy and his family might think the beach is fun. Explain that families normally go to the beach during the summertime or during vacation. Then ask what other family activities can be done during the summer.
### Developing

**The Eentsy Weentsy Spider**  
**pages 18–19**

- Where does the spider go? (up the waterspout) What comes down? (the rain)  
  Encourage students to talk about what spiders do. Elicit answers such as make webs, climb walls, and so on.

### Expanding

- How do we know the spider is small? (“eentsy weentsy” means very small)  
  What does the spider look like? (Elicit colors, shapes, clothes, and body parts.)  
  What happened to the spider when it rained? (it fell down)  
  Encourage students to talk about where they can see spiders. Have them say why they do or do not like spiders.

### More Complex

- What was the spider trying to do on the waterspout? (make a web)  
  Encourage students to talk about what they think the spider was feeling when the rain came down. Have students explain their answers.

### Pages 20–21

- What did the sun do? What does the spider do at the end? (came out; went up the spout)  
  Have students describe the illustrations.

- What was the spider doing while the sun was out? (sitting in the sun; drying himself and his clothes)  
  What does he do after that? (goes up the waterspout again)  
  Encourage students to talk about how the spider felt when the sun came out. Have them explain their answers.

- Why was the spider drying his clothes? (they got wet in the rain)  
  Why do you think the spider goes up the spout again? (Elicit answers such as he wants to make a web; he does not quit, or he has a job to do.)  
  Explain that sometimes authors want to teach us a lesson. Encourage students to talk about what lesson the author wants us to learn. Ask: What can learn from the spider?
Practice and Apply

Ask: What does a plant need to grow? Guide students to mention the steps in the poem: plant a seed, add water, add sun, and watch the plant grow. Then lead a discussion about what children need to grow. Guide the discussion to mentioning food, love, shelter, and so on. Then ask students where the family goes in the poem about the beach. Ask: Where do you and your family like to go for a fun day? What do you do there? Who goes with you?

Total Physical Response Finally, sing The Eentsy Weentsy Spider with the motions that go with it. Practice the motions with the class. Then have the class sing and do the motions with you.

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

Similarly-Spelled Words  Sound out each word as you point to it and have students repeat it after you. Explain: These words are similarly spelled, but the meaning is very different. It is important to pronounce them carefully to make sure people understand what you mean to say. It is also important to listen carefully in order to correctly understand what is being said to you. Point to the word pair cap/cup. Say the word pair, sounding out syllables and phonemes, and ask: Which word is something you wear? Which word is something you use to drink? Point to peach/beach. Say the pair, sounding out syllables and phonemes, and ask: Which word is a fruit? Point to and say the pair bat/but. Ask: Which word is an animal? Point to and say the word pair fin/fun. Ask: Which word do you use to describe something you enjoy doing? Finally, point to and say the word pair seed/need. Ask: Which word is something you plant in the ground? Say all the word pairs again and have the class repeat after you.

Tell students: I am going to read pairs of words that sound alike. You are going to indicate the part of the word that is different. If the different sound is at the beginning of the word, students will hold up one finger, if it is in the middle of the word, they will hold up two fingers, and if it is at the end of the word, they will hold up three fingers. First, practice with the following pairs: seed/need, bit/bat, it/in. As students correctly identify the part of the word that is different, ask volunteers to say the sounds that are different.

Practice and Apply

Prior to class, prepare sets of cards with these word pairs, one set for each student.

- ship / chip
- spin / chin
- top / tap
- met / mat
- gut / got
- lob / lab
- hat / hot
- when / then
- pot / pod
- can / cat
- hip / hop
- bum / bud
- pen / pan
- bet / bit
- man / men
- job / jot
**COOPERATIVE TASK**  Tell the class: You are going to play a game with a partner. Distribute the cards and tell students: You will pick a card and read the words aloud to your partner. Your partner will say if the words are different at the beginning, middle, or end of the word and identify the sounds that are different. Circulate among the pairs and provide assistance as needed. Then have volunteers read the words aloud to the class. Ask another volunteer to identify the sounds that are different in each word. Say the word pairs and have the class repeat after you. Encourage enunciation, saying: Chunk the words and sound out the letters.

**Review / ELLs**

Review the sh and ch sounds with students. Explain that the sh sound is the sound people make when they want someone to be quiet. Produce this sound as you hold your finger to your lips. Have students practice the sound with the gesture. Remind students that the ch sound is like a train. Mime the wheels of the train moving as you say the sound and have students do this with you. Then say pairs of words and have students gesture according to the sound they hear. Finally, say the words and ask individual students to say the word after you. Use pairs such as: sheet/cheat, ship/chip, and shop/chop.

**Fluency Practice**

**ECHO READING**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right with your finger. 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.

The sun is shining; let's go out to play.
Let's have fun on this wonderful new day.
Oh no! Do you feel that splash on your face?
The rain is coming down, so home we race.
We must play inside. We must try to hide.
But we’ll come out when the water has dried.

**Close**

To bring closure to Day 3, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.
Grammar and Usage

Prepositions  Remind students that nouns and verbs are words that we use when we speak and when we write. Say: Remember that nouns and verbs have jobs to do in a sentence. Ask: What job does a noun have? (names people, places, and things) What job does a verb have? (tells what actions the nouns do) Explain: Prepositions are words that also have a job to do. Their job is to tell us where a noun can be found. It tells us the position or location of a noun. It also tells us the relationship one noun has with another noun.

Point to the word in on the board. Say it and remind students: In the poem Watch It Grow, the man planted the seed in the ground. Say the word in again, take the ball and place it in the box. Then say: The ball is in the box. Where is the ball? (in the box) Where can I find the ball? (in the box) What is the position or location of the ball? (the ball is positioned in the box; the ball is located in the box). What is the relationship between the noun ball and the noun box? (the ball is in the box; the box has the ball in it) Next, point to the word on. Say it and place the ball on the box. Then say: Where is the ball? (on the box) Where can I find the ball? (on the box) What is the position or location of the ball? (the ball is positioned on the box; the ball is located on the box) What is the relationship between the noun ball and the noun box? (the ball is on the box; the box has the ball on it)
Repeat this procedure for the remaining prepositions. Point out to students that the word position is part of the word preposition. This will help them remember what prepositions do.

Prepositions of Place  Read the prepositions on the board (including the ones in the prior activity) and have students repeat after you. Use the foam ball to quickly demonstrate the prepositions. Move the ball and say a sentence using the appropriate preposition. Examples: The ball is on the table. The ball is next to the book. The ball is under the desk. Then place the foam ball in various places and have volunteers say the preposition that best explains the ball’s location, position, or relationship to another noun.

Class Prep
Prior to class, prepare a foam ball and box to use with students. Write these prepositions on the board:
✔ in
✔ on
✔ over
✔ behind
✔ next to

Class Prep
Write these prepositions on the board, under the ones above:
✔ under
✔ across
✔ in front of
✔ near
✔ far from
✔ on top of
Practice and Apply

**TOTAL PHYSICAL RESPONSE**  Review the list of prepositions of place from the prior activities once more. Then show students a small stuffed animal. Say: *This is Pokey. He likes to move around a lot.* Explain that you will say a preposition and a student will take the toy, place it somewhere in the room, and say where it is using the preposition you said. Model the activity with an example. Say: *The preposition is “on.”* Take the toy, walk over to the desk and place it on top of the desk. Then say: *Pokey is on the desk.* Next, say a preposition and have a volunteer take the toy, place it, and say the sentence that describes the location or position of the toy. Repeat until each student has had a chance to place the toy at least once.

**Talk It Out  COOPERATIVE TASK**  Have students work with a partner to describe where objects are in the classroom. Student 1 will look for something in the room and describe where it is without identifying the item. Student 2 will guess what the item is based on the description of its location. Say: *You may only use prepositions to help your partner identify the object. You may also use more than one preposition to help your partner guess correctly.* Start the conversation by using the Topic of Discussion sample prompts: Student 2 asks: *Where in the classroom is it?* Student 1 says: *The object is on the bookshelf.* Student 2 asks: *Is it under the books? Is it near the desk or near the wall?* Circulate among the pairs and assist students as needed. Have volunteers share their descriptions so that the class may locate the item.

Close

**Write It Out**  To bring closure to Day 4, have students make a drawing that shows the meaning of a preposition. Tell them to imagine that their drawing will help someone learn the meaning of the word. They may choose any of the prepositions of location used in class during this lesson. When they have finished their drawing, they will show it to the class and say a sentence that describes what their drawing represents.
Speaking and Writing

Model

Tell students you are going to talk about a trip to the beach with your family.

I went to the beach with my family. We went on a sunny day. We went swimming in the ocean and played games on the beach. We took drinks and sandwiches and snacks. We had a picnic.

Ask: Where are some other fun places to go with your family and friends? Choose one of the student suggestions to spark a class discussion. Model asking questions about the topic the class suggested, such as: If I go, when should I go? Who should I take with me? What can I do there? Help the class answer your questions in complete sentences.

Practice and Apply

COOPERATIVE TASK Have students work with a partner to describe a fun place to visit. Say: Each will take turns listening attentively and asking questions politely. Read the sample questions in the Topic of Discussion to start the conversation and encourage students to be creative with their questions and answers. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share something about a fun place to visit with the class. Encourage students to politely offer questions to learn more about their classmate’s experience.

Listen to Write

INFORMAL ASSESSMENT Distribute lined sheets of paper to students. Explain: I will say some key words from the poems 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, display the key words on the board. Read each word and spell it aloud as students self-correct their papers.
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 the poem they liked the best from this lesson and tell why they liked it. Write the following prompt on the board. Say: Which poem did you like best? Why did you like it? Then write the sentence starter 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 liked about the poem they chose. Ask them to include details in their drawing, such as where it takes place, the characters, what they do, 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 sentence starter on the board, without punctuation. Say: Copy the sentences on a separate sheet of paper and fill in the blanks with the appropriate information. Be sure to use a preposition and correct punctuation. Encourage students to use key words 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. Help students revise what they wrote, checking spelling, use of prepositions, and penmanship. Remind them that sentences begin with an uppercase letter and end with a period. Circulate among the students and assist as needed. Tell students to make any correction necessary.

Publishing  Explain: The last step in 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 that space 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.

Writing Prompt

I liked ___ the best because ___