REMEMBER!

It's time to consider individual children's progress…

This week, complete a Pupil Progress Checklist for each study child. (You will find the checklist in the Progress Monitoring and Implementation Notes section of your Read It Again! binder).

REMINDER:

Pupil Progress Checklist
Lesson Plans
Lesson 1: Let’s read to see what is happening
Book: Clifford Goes to Dog School by Norman Bridwell

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.

1. Introduce the title. You could say: The title of the book tells us the name of the story.
2. Read the title of the book and point to each word: The title of our book is Clifford Goes to Dog School. (Point to each word separately and run your finger under the word as you read it.) As you read it again, have one or two children come up and point to each word in the title of the book.
3. On the first page, point to the print and explain its function. You could say: Here are the words that tell us what is happening. Let’s read the words to find out what is happening.
4. On every page, point to the words as you read them.
5. On the last page, ask an individual child to come up to the book by saying: Can you show me the words on this page? You may repeat this for a few children.

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions (verbs).
Target Words: begging, heeling, walking, shaking, sitting

1. Tell the children: Let’s talk about all the things that Clifford did in this book. Turn to the beginning of the book and open to the first page.
2. Show the children each page and ask: What is Clifford doing? Allow individual children to provide their own responses, but follow these with model responses that use the target words. For example, on the first page, you might say: Clifford is begging for food. Begging is what an animal does when he wants something, like food. You can see by the picture he wants the food. What is he doing here? (Give children a chance to answer.) Repeat their answer or say again: He is begging for food. Be sure to model each target word and its meaning.

Materials

- Book: Clifford Goes to Dog School, by Norman Bridwell
Scaffolding Strategies

Use the **reasoning strategy** to help children consider the meaning of the target verbs.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reduce choices strategy** to help children learn the meaning of target vocabulary words.

**Scaffolding Examples**

Example 1:
Teacher: Rochelle, how do you know when an animal, like a dog, is **begging** for something?

Example 2:
Teacher: Why is it important to teach dogs to **heel**?

Example 1:
Teacher: Jim, let’s think about when Clifford is **heeling** in this book. Look on this page- is Clifford walking or **heeling**?

Example 2:
Teacher: Let’s think about some things a dog would **beg** for. Do you think a dog would **beg** for food? for a toy? for a bath?
Lesson 2: Which words sound the same?
Book: Clifford Goes to Dog School by Norman Bridwell

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Introduce the activity by saying: We are going to look at some pictures that rhyme. I'll say the name of the picture and you say it after me.
2. Show each of the “OG” picture cards (dog, frog, hog, and log), and have the children name each card. Tell the children: All these words rhyme; they sound the same at the end. See how my mouth is the same at the end?
3. Make some rhymes with the “OG” cards, and discuss these rhymes with the children, as in: This picture is dog (show card) and it rhymes with frog (show card). My mouth does the same thing at the end: frog, dog. Continue this process for other pairs (dog-log, dog-hog).
4. Hold all four cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: Do (word) and (word) sound the same? Does your mouth do the same thing?

During and After Reading: Narrative

Learning Objective 2: To identify and describe the setting and characters of a story.

1. Read the book Clifford Goes to Dog School with the children. Stop reading periodically to highlight the character and the setting in the book. Ask children open-ended questions about the characters, such as: Why did he do that? What will he do next? Also, describe any changes that happen in the setting, such as: Clifford was outside.
2. After reading the book, place the large paper where all children can see it. At the top write the word: Characters.
3. Review each of the key characters in the story. You could say: In our book we met Clifford, Emily Elizabeth, and Auntie. Write each of the names on the sheet, leaving lots of space between names.
4. Go around the group of children and ask each child to tell you his/her favorite character and dictate why. Record children’s answers below the character name. Allow children’s answers to guide what you write, but extend their answers. If the child says, Clifford is good, you could extend this answer, as in: Alex said he likes Clifford the best because he is a good dog and was looking out for Emily Elizabeth.

Materials

• Book: Clifford Goes to Dog School, by Norman Bridwell
• OG Picture Cards: dog, frog, hog, log
• Large paper and marker
Scaffolding Strategies

Use the predicting strategy to help children consider words that rhyme.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Scaffolding Examples

Example 1:
Teacher: That’s right Cameron, dog and hog rhyme! Now I have another card. What are some possible words that might be on this card? Can you guess?

Example 2:
Teacher: When we read our book, you can listen for words that rhyme with dog. What are some words you think we might hear in this book?

Example 1:
Teacher: Frog and hog rhyme. My mouth does the same thing at the end of the words frog and hog. Brianna, does my mouth do the same thing at the end of the words frog and hog?

Example 2:
Teacher: Here I have two words—dog and log. Dog and log rhyme! Tell me, dog and log rhyme.
Lesson 3: What do these words do?
Book: *Chicka Boom Boom* by Bill Martin, Jr. & John Archambault

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.

1. Show the children the cover of the book *Chicka Chicka Boom Boom*. Point to the title and ask the children what the title of a book does. You may say: *Here is our title. What does the title tell us?* You may have to model the answer. Tell the children: *The title tells us what the story is about.*
2. Read the title while pointing to each word as you say it.
3. Before reading, you could ask children to predict what they think the story will be about. You might say: *The title says 'Boom Boom.' What do you think is going to happen in this book?*
4. Throughout reading, pause and point to specific words and explain that the words help tell the story. For example, you may say: *These words say 'Chicka Chicka Boom Boom'* (pointing to words). You might ask some children to point to some words also, as in: *David, can you come show me where it says 'Chicka Chicka Boom Boom'?*

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

1. After reading, tell the children: *Let's talk about all the different colors we saw in the book. Let's see if we can remember all of our color names.* Hold up and name each of the color cards.
2. Give each child a color card. You can explain: *I'm going to give each of you a color. As we go through the book, let's see if we can find everyone's color. Let's look at the letters in the book, and look for letters that are the colors on our cards.*
3. Turn to each page of the book, and name some of the letters on the page. Help children match their color cards to the colors of letters. You could say: *I see lots of red letters on this page. Who has the red card? Amy, your card is red. Come find a letter that is red just like your card.*
4. Continue flipping through the book and calling on children to match their color to the book. Give each child a turn. During this activity, model how colors describe nouns to make phrases, as in: *the purple L, the blue M,* etc.

Materials

- **Book:** *Chicka Chicka Boom Boom*, by Bill Martin, Jr. & John Archambault
- **Color Cards:** blue, green, red, yellow, purple, orange (3 sets)
Scaffolding Strategies

Use the **generalizing strategy** to help children consider that print carries meaning.

Scaffolding Examples

Example 1:
Teacher: *Words are all around us and give us information. Think about signs you see when you are in the car. They have words that tell us to do something. What are some things those signs tell us to do?*

Example 2:
Teacher: *Words in the book tell us the story. In our room, words give us information about people in our class. An important word is your name. If you see your name on something, what does it tell you about that thing?*

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children recognize that print carries meaning and is different from pictures.

Example 1:
Teacher: *The title tells us the name of the book. Look at the cover of the book. Which part is the title? Is it the picture (point to the illustration) or the words (point to the title)?*

Example 2:
Teacher: *Where should I look to find the title? Would I look on the front of the book or the back of the book?*
Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with the children. Ask the children: Who remembers what rhyming words are? Remind children: Rhyming words sound the same at the end.
2. Show each of the “EE” picture cards (tree, bee, see, and knee), and have the children name each card. Tell the children: These words all rhyme. My mouth does the same thing at the end of these words.
3. Make some rhymes with the “EE” cards, and discuss these rhymes with the children, as in: This picture is bee (show picture) and it rhymes with tree (show picture). My mouth does the same thing at the end of these words: bee, tree.
4. Hold all four cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: Do (word) and (word) sound the same? Does your mouth do the same thing?
5. Add the “II” cards (cry, tie, fly) to your hand. Create a non-rhyming pair (cry and bee) and tell the children: Listen to these two words, cry and bee. Cry and bee do not sound the same. See how my mouth is different? Allow children to pull pairs from your hand, and help them to identify if the two words rhyme.

During and After Reading: Narrative

Learning Objective 2: To identify and describe the setting and characters of a story.

1. Read the book Chicka Chicka Boom Boom. During reading, stop to highlight the characters and settings of the story. You could say: This story is all about letters. The letters are the characters in this story. Here the letters are climbing up the tree. What else are the characters doing? Use open-ended questions to actively involve children in the discussion during reading, such as: What will the letters do next? Where are the letters now?
2. After reading, engage the children in a discussion about the setting of the story. Explain what a setting is (where a story takes place); show each page of the book and ask children to describe the setting. You could ask: Where are the letters now? What does time of day is it? Have you been in a setting like this?

Materials

- Book: Chicka Chicka Boom Boom, by Bill Martin, Jr. & John Archambault
- EE picture cards: tree, bee, see, knee
- II picture cards: cry, tie, fly
Scaffolding Strategies

Use the **reasoning strategy** to help children consider characters and their motivations to go to different settings.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify the characters and settings in the book.

Scaffolding Examples

Example 1:
Teacher: Simon, you said the letters snuck out in the night to go climb the coconut tree. Why do you think they went to the coconut tree? Why do you think they had to sneak out at night?

Example 2:
Teacher: All the big letters came to rescue the little letters. Where do you think the big letters were? Why weren't they climbing the tree with the little letters?

Example 1:
Teacher: Cathy, look- the letters are in the coconut tree! Where are the letters?

Example 2:
Teacher: Nathan, this book is silly because all the characters are letters! Nathan, tell me- the characters are all...what? Letters!
REMEMBER!
It’s time to consider individual children’s progress...

This week, complete a Pupil Progress Checklist for each child.
Before and During Reading: Print Knowledge

Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.

1. Show the children the cover of the book *Rumble in the Jungle*. Read the title of the book and point to each individual word as you read. Count the number of words in the title for the children: 1, 2, 3, 4 words in the title!
2. Talk about what the title of a book does: *The title helps us know what the book is about. This title has the word Jungle in it* (point to the word). *I wonder if our story is about animals in a jungle. Let's read and see.*
3. During reading, periodically stop to point out some words in the book, and use the word “word” to help children understand what a word is. You could say: *Here is the word lion and here is a picture of a lion. And these words tell us about the lion.* (Read the text, pointing to each word.)
4. For each of the last 5 pages of the book, ask one child to come up to the book and show you where to start reading on the page. You could say: *Now we are going to read this page. Jonathon, come and show me where to start reading.*

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions (nouns).

Target Words: jaws, horns, cubs, den

1. After reading, tell the children: *Let's talk about some of the new words we heard in this book. Let's talk about the words jaws, horns, cubs, and den.* Show each picture card and name it for the children. Ask children to tell you what the word means, and help them produce good definitions.
2. To expand on the children's definitions, look back through the book and model a definition of each word using the pictures to help. You could say: *The book says the lions and their little cubs are sleeping in their den. 'Cubs' are baby lions and their 'den' is the cave in which they live!* Do this for each word, as in: *The book says the animals are scared when the lion opens his jaws. 'Jaws' are the bones that open and close when you open and close your mouth. You have jaws too* (touch your jaw and demonstrate opening and closing your jaw for children). *The book says that gazelles leap so high their horns touch the sky. Horns are hard and stick up off an animal's head.*

Materials

- **Book:** *Rumble in the Jungle*, by Giles Andreae and David Wojtowycz
- **“Rumble” picture cards:** jaws, horns, cubs, den

Don't forget to take a look at the Learners' Ladder for ideas about adapting the Vocabulary activity to diverse learners.
Scaffolding Strategies

Use the reasoning strategy by asking an open-ended question to foster children’s thinking about target vocabulary words.

Scaffolding Examples

Example 1:
Teacher: Some animals have big jaws and other animals have small jaws. Angel, can you tell me why?

Example 2:
Teacher: A den is a place where animals, like lions, live. Sometimes people also call their TV room or family room a den. How are animals’ dens and people’s dens alike? How are they different?

Example 1:
Teacher: What animals in the book have horns? Juan, does the tiger or the rhinoceros have a horn?

Example 2:
Teacher: What baby animal is called a cub? Do lions or snakes call their babies cubs?
Lesson 6: Where are the animals?
Book: *Rumble in the Jungle* by Giles Andreae and David Wojtowycz

**Before Reading: Phonological Awareness**

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with the children. Ask the children: *Who remembers what rhyming words are?* Remind children: *Rhyming words sound the same at the end.*
2. Show each of the “AW” cards (paw, jaw, and saw), and have the children name each card. Tell the children: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “AW” cards, and discuss these rhymes with the children, as in: *This picture is paw* (show picture) *and it rhymes with jaw* (show picture). *Watch, my mouth does the same things at the end: paw, jaw.*
4. Hold all three cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing?*
5. Add the “IG” (big, pig) and “ORN” (horn, corn) cards to your hand. Create a non-rhyming pair (big, corn) and tell the children: *Listen to these two words, big and corn. Big and corn do not sound the same. See how my mouth is different? Allow children to pull pairs from your hand and help them to identify if the two words rhyme.*

**During and After Reading: Narrative**

Learning Objective 2: To identify and describe the settings and characters in a story.

1. Read the book *Rumble in the Jungle.* After reading the text on each page, highlight the character and the setting. You could say: *The book said the crocodile likes to watch animals drink. He is usually by the water. And look, here he is watching the hippo.*
2. At the top of the large paper, write “Setting” and remind the children that the setting is where the story takes place. Tell the children: *Our story took place in the jungle. The jungle is the setting of the book.*
3. Have the children dictate to you what they remember about the setting of the story. Ask the children: *Help me describe the jungle. What did we see in the jungle?* Prompt the children as needed, such as: *We saw lots of animals. The animals lived in lots of different places. Where did we see the different animals?* (Show the pictures in the book to give the children even more help.)

**Materials**

- **Book:** *Rumble in the Jungle,* by Giles Andreae and David Wojtowycz
- **AW picture cards:** paw, jaw, saw (noun)
- **IG picture cards:** big, pig
- **ORN picture cards:** horn, corn
- **Large paper and marker**
Scaffolding Strategies

Use the **generalizing strategy** to help children consider words that rhyme.

Use the **eliciting strategy** to help children identify words that rhyme.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Scaffolding Examples

Example 1:
Teacher: We heard lots of rhyming words when we were playing our card game. What are some other times you hear rhyming words?

Example 2:
Teacher: All the rhyming words we heard were short words. Let’s listen to some longer rhyming words. Think about what parts of the words rhyme: Baker, Maker, Taker. What parts of these words rhyme?

Example 1:
Teacher: Paw and jaw rhyme. They sound the same. Elise, tell me: paw and jaw rhyme.

Example 2:
Teacher: Paw and corn sound different. Paw and corn do not rhyme. Jacob, do paw and corn rhyme?
Lesson Plans

Week 4
Lesson 7: Where do I read?
Book: The Letters are Lost by Lisa Campbell Ernst

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.

1. Show the children the cover of the book The Letters are Lost. Read the title of the book, pointing to each word of the title as you read it.
2. Ask the children: How many words are in the title of this book? Let's hold up a finger for each word. Read the title at a slow pace, holding up a finger for each word you read. When you are finished, tell the children: There are four words in the name of this book! And the words tell us what this book is about. It says 'The Letters are Lost.' What do you think it is about?
3. During reading, point to the words on each page as you read. Periodically stop to tell the children that you are reading the words in the book and pointing to them as you read, as in: Here are the words on this page that I need to read. I am going to read each word to you…
4. Before reading the last page of text, ask one child to come up and show you the words on the page. You could say: Show me the words on this page so I know what to read.

After Reading: Vocabulary

Learning Objective 2: To understand and use new words representing spatial concepts.
Target Words: into, under, beside, over, above, below

1. Place the large paper so all the children can see it. At the top, write the phrase: “Letter Hiding Places.” Tell the children that you want them to tell you where all the letters were found in the book. You could say: Those letters were found in a lot of different places! Let’s see if we can remember where we found them all. You tell me where the letters were, and I’ll write down what you say.
2. Show the pictures in the book to help children remember where the letters were found. Model the prepositions into, under, beside, over, above, and below when discussing the letters. You could say: Letter B fell into the bath. Letter B was on the edge, and fell into the water. Jordan, what happened to letter B?
3. Allow the children to dictate to you what to write, but extend their answers to include the prepositions into, under, beside, over, above, and below whenever possible, modeling the use of these words. After recording an item from the children, read it back and then have the children repeat it. You could say: Letter B fell into the bath. Let’s all read what I wrote here…
4. Save the dictation sheet for use in the next lesson.

Materials

- Book: The Letters are Lost, by Lisa Campbell Ernst
- Large paper and marker

Don't forget to take a look at the Learners' Ladder for ideas about adapting the Print Knowledge activity to diverse learners.
Scaffolding Strategies

Use the reasoning strategy to help children consider why print is meaningful and why it is different than pictures.

Scaffolding Examples

Example 1:
Teacher: Melissa, look at this page— it only has pictures. Why can’t I read this page?

Example 2:
Teacher: Riquan, these letters are in a sandbox. Sometimes people like to write in the sand. People also like to write with chalk on a sidewalk or a chalkboard. Why do you think people like to write their names and leave it behind?

Example 1:
Teacher: James, I see words and I see pictures on this page. Let’s point to the words. Come point with me. We can read them together as we point, too!

Example 2:
Teacher: Rochelle, let’s point to all the words on this page. I see five words. Let’s read them together. We can count the words on our fingers while we read them.
Lesson 8: What happened in this story?

Book: *The Letters are Lost* by Lisa Campbell Ernst

### Before Reading: Phonological Awareness

**Learning Objective 1:** To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with the children. Ask the children: *Who remembers what rhyming words are?* Remind children: Rhyming words sound the same at the end. 
2. Show each of the “AT” cards (*hat*, *cat*, *rat*, *mat*) and have the children name each card. Tell the children: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “AT” cards, and discuss these rhymes with the children, as in: *This picture is hat (show picture) and it rhymes with mat (show picture). Watch, my mouth does the same things at the end: hat, mat.*
4. Hold all four cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing?*
5. Add the “OX” cards (*fox*, *box*, *rocks*, *socks*) to your hand. Create a non-rhyming pair (*cat*, *box*) and tell the children: *Listen to these two words, cat and box. Cat and box do not sound the same. See how my mouth is different?* Allow children to pull pairs from your hand, and help them to identify if the two words rhyme.

### During and After Reading: Narrative

**Learning Objective 2:** To identify and describe setting and characters in a story.

1. Read the book *The Letters are Lost*. After reading the text on each page, highlight the setting presented on the page to tell children where the events are happening, as in: *Letter S is in the sandbox. I bet letter S enjoys playing in the sand and making things with sand. The sandbox is the setting for this page.*
2. After reading, review the students’ dictation from Lesson 7, in which they dictated to you places the letters had been found. Tell them: *Last time we wrote down all the different places we saw letters. We wrote down all the settings in the book. Let’s read them.*
3. Have the children read with you (with your assistance) the list they had created. Point to the words as you help the children review their list.
4. When the list has been reviewed, remind the children that the list discusses the setting of the story. Tell the children what a setting is (where the story takes place), and that every time they read a story, they can try to think about the story’s setting.

### Materials

- **Book:** *The Letters are Lost*, by Lisa Campbell Ernst
- **AT picture cards:** *hat, cat, rat, mat*
- **OX picture cards:** *fox, box, rocks, socks*
- **Dictation sheet from Lesson 7** (writing activity)
Scaffolding Strategies

Use the predicting strategy to help children consider the setting and characters of the story.

Scaffolding Examples

Example 1:
Teacher: We just saw that the letter “I” got lost with the Ice-cream and J got lost with a Jack-in-the-Box. Where do you think K might get lost? Where do you think M might get lost?

Example 2:
Teacher: Do you think any of the letters will get lost in the same place? Why not?

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the reducing choices strategy to help children identify the characters and setting of the story.

Example 1:
Teacher: Everyone think about the first letter in your name. Nathan, this is your letter. Is this an N or a B?

Example 2:
Teacher: Cole, did the letter C get lost with the Cows or with the Fish?
Week 5

Lesson 9: Where are the characters in this story?
Book: *The Night Before Kindergarten* by Natasha Wing

Before and During Reading: Print Knowledge

**Learning Objective 1:** To recognize that print carries meaning and to distinguish print from pictures.

1. Show the children the cover of the book *The Night Before Kindergarten*. Read the title of the book, pointing to each word of the title as you read it.
2. Ask the children: *How many words are in the title of this book? Let’s hold up a finger for each word.* Read the title at a slow pace, holding up a finger for each word you read. When you are finished, tell the children: *There are four words in the name of this book! And the words tell us what this book is about. What do you think it is about?*
3. During reading, point to the words on each page as you read. Periodically stop to tell the children that you are reading the words in the book and pointing to them as you read, as in: *Here are the words on this page that I need to read. I am going to read each word to you…*
4. On the last page of the book, ask one child to come up and show you the words on the page. You could say: *Show me the words on this page so I know what to read.*

After Reading: Vocabulary

**Learning Objective 2:** To understand and use new words representing spatial concepts.

**Target Words:** over, under, behind, inside

1. Place the large paper so all the children can see it. At the top, write the phrase: “Places Children Went in the Story.” Tell the children that you want them to tell you some of the places the children went in the story. You could say: *The children were in many different parts of their classroom and did many fun things! Let’s see if we can remember all the things they did in their classroom and where they were when they did this. I’ll write down what you say.*
2. Show the children the pictures of the storybook to help them dictate to you where the children are in the pictures. Model use of the words over, under, behind, and inside when discussing the pictures. You could say: *The children are inside the classroom.*
3. Allow the children to dictate to you what to write, but extend their answers to include the prepositions over, under, behind, and inside when discussing the pictures. You could say: *The children are inside the classrooms. Let’s all read what I wrote here…*

Materials

- **Book:** *The Night Before Kindergarten*, by Natasha Wing
- **Large paper and marker**

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Vocabulary activity to diverse learners.
Scaffolding Strategies

Use the **generalizing strategy** to help children consider the target prepositional words in contexts beyond the story.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children discuss key prepositional phrases.

Scaffolding Examples

Example 1:
Teacher: *The children were very active in the school. They were inside and outside and on top of things and under things. Think about all the ways you move here at school. What places do you go that are inside? What things do you find outside?*

Example 2:
Teacher: *On the playground, what are some things you climb on top of? What are some things you can go under?*

Example 1:
Teacher: *Would you sit on top of or under a desk?*

Example 2:
Teacher: *When you are in line, do you stand behind someone or next to someone?*
Lesson 10: Rhyme with me
Book: *The Night Before Kindergarten* by Natasha Wing

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with the children. Ask the children: *Who remembers what rhyming words are?* Remind children: *Rhyming words sound the same at the end.*
2. Show each of the “ED” cards (bed, head, red, bread) and have the children name each card. Tell the children: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “ED” cards, and discuss these rhymes with the children, as in: *This picture is bed (show picture) and it rhymes with head (show picture). Watch, my mouth does the same things at the end: bed, head.*
4. Hold all four cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing?*
5. Add the “AP” (map, nap, cap) and “UG” (rug, hug, bug) cards to your hand. Create a non-rhyming pair (bed, map) and tell the children: *Listen to these two words, bed and map. Bed and map do not sound the same. See how my mouth is different?* Allow children to pull pairs from your hand, and help them to identify if the two words rhyme.

During and After Reading: Narrative

Learning Objective 2: To identify and describe the setting and characters of a story.

1. Read the book *The Night Before Kindergarten*. Tell the children that you want them to help you identify the setting on each page of the book. Help them to remember what a setting is (where the story takes place).
2. Pause after reading each page, and ask children to tell you about the setting. *Extend* what children say to provide just a little bit more information to their responses. For instance, if Jen says: *Their houses*, you could say: *The children are leaving their houses to go to school. That’s the setting of the story.*
3. After reading the book, review the different places the characters went. Focus on how the characters got from one setting to the next. You could say: *The children were at home getting ready. Then they arrived at school. How do you think they got there? How do you get to school?*

Materials

- **Book:** *The Night Before Kindergarten*, by Natasha Wing
- **ED picture cards:** bed, head, red, bread
- **AP picture cards:** map, nap, cap
- **UG picture cards:** rug, hug, bug
Scaffolding Strategies

Use the reasoning strategy to help children consider how words rhyme.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Scaffolding Examples

Example 1:
Teacher: The words 'can' and 'man' rhyme. What is it about these two words that makes them rhyme?

Example 2:
Teacher: The words 'map' and 'tap' rhyme, but the words 'car' and 'hat' do not. What makes some words rhyme and some words not rhyme?

Example 1:
Teacher: The words 'can' and 'man' rhyme. Do rug and hug sound the same? Yes – tell me: rug and hug rhyme!

Example 2:
Teacher: Map and cap sound the same. Do map and cap sound the same? Tell me: 'yes, map and cap sound the same!'
Lesson Plans

Week 6

Lesson 11: Which way do we read?
Book: Clifford Goes to Dog School by Norman Bridwell

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show the children the cover of the book Clifford Goes to Dog School. Ask one child to come up and show you the title of the book. You could say: We have seen this book before. Does anyone remember its name? Ava, show me the title of the book, the name of our book.
2. Read the title and point to each word as you say it: The title of our book is Clifford Goes to Dog School. Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child's contribution to add to their responses.
3. With your finger, track the text on each page of the book while reading. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page, or I read from this side (left) to this side (right). Also comment on how print goes from top-to-bottom. You could say: I am going to read this way: from here (point to top line) to here (point to bottom line).

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

Target Words: smart, perfect, surprised

1. Place the large paper so all the children can see it. At the top, write the phrase: “New Words.” Tell the children: Let's talk about some new words we heard in the Clifford book. We are going to learn three new words.
2. Turn to the page that shows the first of your words (smart). Read the text and then create a general definition that the children can understand. You could say: This page says, 'Clifford is a very smart dog. He can do tricks.' Smart means that he knows a lot of things. Let's write the word smart on our new word list. Write the word smart on the word list, and name each letter as you write it, as in, Smart has five letters. This is the S, this is the M, this is the A, this is the R, this is the T...SMART!
3. Repeat this for the words perfect and surprised, and define each word, as in: The man wasn't hurt – just surprised. The man didn't know that Clifford was going to sit on him. The man was surprised.

Materials

- Book: Clifford Goes to Dog School, by Norman Bridwell
- Large paper and marker

Don't forget to take a look at the Learners’ Ladder for ideas about adapting the Print Knowledge activity to diverse learners.
Scaffolding Strategies

Use the **predicting strategy** to help children consider how print is organized on a page.

Scaffolding Examples

Example 1:
Teacher: *Where do you think I am going to start reading on this page?*

Example 2:
Teacher: *Do you think I will read this page (point to the right) or this page (point to the left) first?*

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children identify how print is organized on a page.

Example 1:
Teacher: *I am going to read from left to right. Hold your fingers up and show me which direction I will read on this page. Let’s do it together.* (Have the book facing the children so everyone’s fingers are moving in the same direction and children can see the page).

Example 2:
Teacher: *Shaila, come up to the book. Let’s point together to the first line I will read on this page.*
Lesson 12: Creating Rhymes
Book: Clifford Goes to Dog School by Norman Bridwell

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.
Target Words: big, sit, stay, nose, dog, shake

1. Before reading, review what a rhyme is and provide some examples. You could say: Remember, words that rhyme sound the same at the end, like snack, track, and back.
2. Tell the children, Let's play a game. I am going to say two words. You decide if the two words rhyme. Use the target words as the first part of the pair (e.g., big, sit, stay). Say each target word twice, one time providing a rhyming word and another time providing a non-rhyming word (e.g., big-dig, big-hot). Alternate randomly between providing the rhyming or non-rhyming word first.
3. Give every child an opportunity to guess.
4. Model the correct response for incorrect answers. You could say: Eva said nose and toes rhyme. Let's see if we can hear if the endings are the same. Nose and toes. The endings sound the same, so they rhyme.

During and After Reading: Narrative

Learning Objective 2: To describe one or more major events in the story.

1. Read the book Clifford Goes to Dog School. Pause during reading to review major events of the story. You could say, In the beginning, we learn Clifford can do tricks. He begs, shakes, and plays dead. You are highlighting the important events for the children through these comments.
2. After reading, review the major events of the story. You are modeling how to summarize a story. You could say: Clifford Goes to Dog School was about the things Clifford needed to learn. One of the things Clifford learned was to sit. Clifford was so good at sitting that he didn't move until Emily Elizabeth came back. He only moved to save Emily Elizabeth!
3. Pass out the paper and crayon so that each child has one set. Tell the children: Let's draw one thing that happened in the Clifford book. Think of one thing that happened in the book and draw it. I am going to draw when Clifford learned to heel and got all caught in his leash. You can draw whatever you want. As children are drawing their pictures, move among the children and help each child to write his/her name on the pictures.

Materials

- Book: Clifford Goes to Dog School, by Norman Bridwell
- Construction paper (one per child)
- Markers or crayon (one per child)
Scaffolding Strategies

Use the **generalizing strategy** to help children consider how a narrative includes a few major ideas or events.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **elicitng strategy** to help children identify a major event in the story.

Scaffolding Examples

**Example 1:**
Teacher: *This story was about all the things we want to teach dogs. What is one thing you tried to teach your pet?*

**Example 2:**
Teacher: *Clifford was so good at learning to sit that he waited even when he was forgotten! When has someone surprised you by being really good at something?*

**Example 1:**
Teacher: *Rochelle, here Clifford is learning to sit. What is Clifford learning to do?*

**Example 2:**
Teacher: *Clifford was really good at learning how to sit and stay. What was Clifford really good at learning?*
Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show the children the cover of the book *Chicka Chicka Boom Boom*. Ask one child to come up and show you the title of the book. You could say: *We have seen this book before. Does anyone remember its name? Show me the title of the book, the name of our book.*
2. Read the title and point to each word as you say it. *The title of our book is called ‘Chicka Chicka Boom Boom.’* Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child's contribution.
3. With your finger, track the text on each page of the book while reading. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: *I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page. You could also say: I read from this side (left) to this side (right). Also comment on how print goes from top-to-bottom. You could say: I am going to read this way: from here (point to top line) to here (point to bottom line).*

Materials

- **Book:** *Chicka Chicka Boom Boom*, by Bill Martin Jr. & John Archambault
- **Color Cards:** red, orange, yellow, green, blue, purple (3 sets)

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

1. After reading, tell the children: *Let’s talk about all the different colors we saw in the book. Let’s see if we can remember all of our color names. Hold up each of the color cards, naming each one.*
2. Give each child a color card. You can explain: *I’m going to give each of you a color. As we go through the book, let’s see if we can find everyone’s color. Let’s look at the letters in the book, and look for letters that are the colors on our cards.*
3. Turn to each page of the book, and name some of the letters on the page. Help children match their color cards to the colors of letters. You could say: *I see lots of red letters on this page. Who has the red card? Amy, your card is red. Come find a letter that is red just like your card.*
4. Continue flipping through the book and calling on children to match their color to the book. Give each child a turn. During this activity, model how colors are placed before nouns to make phrases, as in: *the purple L, the blue M, and the purple C.*

Don't forget to take a look at the Learners' Ladder for ideas about adapting the Vocabulary activity to diverse learners.
Scaffolding Strategies

Use the reasoning strategy to help children consider how colors can provide information about things in the world.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Scaffolding Examples

Example 1:
Teacher: Shashi, what if we were going to paint a room to make it 'feel' like the outside? What color should we paint it and why?

Example 2:
Teacher: Laura, red things are often very important - like fire trucks or stop signs. Why do you think important things may be red?

Example 1:
Teacher: Amy, let's name the colors of these letters in the tree. We can do it together. The A is red... etc.

Example 2:
Teacher: Bill, let's point to all the green things on this page. Let's point together.
Lesson 14: Blending syllables into words

Book: Chicka Chicka Boom Boom by Bill Martin Jr. & John Archambault

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.

Target Words: caterpillar, chicka, coconut, bed, mama, alphabet, up

1. Tell the children that it can be fun to listen for the parts of words. You could say: Today we are going to listen for the parts of words. Some words have a lot of parts, like the word *caterpillar*. (Clap for each syllable in this word: *cat-er-pill-ar*. Be sure to clap as you say each syllable in the word, not before or after.) Some words have only one part, like the word *boom* (clap for the one syllable in the word) and the word *cup* (clap for the one syllable in the word).

2. Provide six models for the children, clapping as you say each syllable in these words: chicka, coconut, bed, mama, alphabet, up.

3. Now give each child the opportunity to clap for the parts of one of the six words. Some children will have difficulty, so model the correct response for each word after the child has the opportunity to clap for the parts of his/her word. As an example: Daniel, your word is *chicka*. Clap for each part of the word chicka. (Let Daniel try on his own, then provide feedback.) You clapped one time, but there are two parts in this word to clap for. Watch how I clap two times: chick (clap), a (clap). *Chicka* has two parts. Let’s do it together: chick-a. There are two parts in the word chicka.

During and After Reading: Narrative

Learning Objective 2: To describe one or more major events in a story.

1. Read the book Chicka Chicka Boom Boom. Pause during reading to repeat and review major events of the story. You could say: *D* is racing the other letters up the tree. You are highlighting the important events for the children through these comments.

2. After reading, review the major events of the story. You are modeling how to summarize the story. You could say: Chicka Chicka Boom Boom was all about the letters trying to get to the top of the coconut tree. First only a few letters went up and soon all the letters were joining them. There wasn’t enough room at the top and the tree fell over! The letter’s families had to help them get up. The letters couldn’t be stopped, though, and they wanted to climb that tree again!

3. Pass out the paper and crayon so that each child has one. Ask the children: What was your favorite thing the letters did? My favorite thing was when the letters started joining letter A. As children are drawing their pictures, move among the children and ask children to dictate to you a description of their picture: Tell me about your picture. I will write what you say on your picture.

Materials

- Book: Chicka Chicka Boom Boom, by Bill Martin Jr. & John Archambault
- Construction paper
  (one per child)
- Crayon
  (one per child)
Scaffolding Strategies

Use the predicting strategy to help children consider the syllabic structure of words.

Use the reducing choices strategy to help children identify the syllabic structure of words.

Scaffolding Examples

Example 1:
Teacher: We just saw that chick-a has two parts - chick-a. Do you think the word caterpillar has more parts or less parts than the word chick-a?

Example 2:
Teacher: Sam, your word is mama. Tessa, your word is alphabet. Whose word do you think will be longer when we clap out the parts?

Example 1:
Teacher: Does the word chick-a have one or two parts?

Example 2:
Teacher: Long words have more than one part. Listen to the word co-conut. Is it a long word?
Lesson 15: Before and After

Book: Rumble in the Jungle by Giles Andreae and David Wojtowycz

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show children the cover of the book Rumble in the Jungle. Ask one child to come up and show you the title of the book. You could say: We have seen this book before. Does anyone remember its name? Show me the title of the book, the name of our book.
2. Read the title and point to each word as you say it: The title of our book is called ‘Rumble in the Jungle.’ Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child’s contribution to add a little more information to their responses.
3. With your finger, track the text on each page of the book while reading.
4. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page. You could also say, I read from this side (left) to this side (right). Also comment on how print goes from top-to-bottom. You could say: I am going to read this way: from here (point to top line) to here (point to bottom line).

After Reading: Vocabulary

Learning Objective 2: To understand and use new words representing time concepts.

Target Words: before, after

1. After reading, tell the children: We are going to talk about all the things that happened in the story.
2. Pick a major event from the story and model the use of the words before and after. For this particular book, there is not a sequence of events across characters, but some of the characters have a sequence of events in what they do. These include the snake, crocodile, and lion. You could say: After the snake squashes his prey, he eats it. Or you could say: Before the crocodile takes a drink, he watches the animals for a minute or two.
3. On the last page, again demonstrate the terms before and after. You might say: After the night comes, the little lion cubs sleep. What is something you do after the night comes? Allow several children to answer this question, and extend their responses. For instance, if Paula says: I sleeping, you could extend as in: Paula is sleeping after the night comes.

Materials

- Book: Rumble in the Jungle, by Giles Andreae and David Wojtowycz
Read It Again! Learners’ Ladder
Lesson 15: Print Knowledge

**Scaffolding Strategies**

Use the *reasoning strategy* to help children consider the directionality and organization of print on a page.

**Scaffolding Examples**

Example 1:
Teacher: *How do I know where to begin reading? What are some clues that help show me where to start reading?*

Example 2:
Teacher: *What if I began reading at the bottom of the page? Why would this be a bad idea?*

For children for whom the lesson seems *just right*, you can use the lesson plan as written!

Use the *co-participation strategy* to help children recognize the directionality and organization of print on a page.

Example 1:
Teacher: *The name of this book is ‘Rumble in the Jungle.’ Read it with me as I point to the words.*

Example 2:
Teacher: *Antoine, I am going to read the title. Will you come up here and point to the words in the title with me while I read?*
Lesson 16: More Syllables!

Book: *Rumble in the Jungle* by Giles Andreae and David Wojtowycz

### Before Reading: Phonological Awareness

**Learning Objective 1:** To segment words into syllables and to blend syllables into words.

**Target Words:** hippopotamus, snake, chimpanzee, lion, elephant, zebra, cubs, den

1. Tell the children how to listen for the parts of words. You could say: *Today we are going to listen for the parts of words. Some words have a lot of parts, like the word hippopotamus.* (Clap for each syllable in this word: hipp-o-pot-a-mus. Be sure to clap as you say each syllable in the word, not before or after.) *Some words have only one part, like the word snake.* (Clap for the one syllable in the word.)
2. Model six examples for the children, clapping as you say each syllable in these words: chimpanzee, lion, elephant, zebra, cubs, den.
3. Give each child a turn to clap for the parts of words, using the words you modeled (chimpanzee, lion, elephant, zebra, cubs, den). Some children will have difficulty, so model the correct response for each word after the child has the opportunity to clap for the parts of his/her word. Example situation: Daniel, your word is lion. Clap for each part of the word lion. (Let Daniel try on his own, then provide feedback.) You clapped one time, but there are two parts in this word to clap for. Watch how I clap two times: li- (clap), on (clap). Lion has two parts. Let’s do it together: li-on. There are two parts in the word lion.

### During and After Reading: Narrative

**Learning Objective 2:** To identify and describe one or more major events in a story.

1. Read the book *Rumble in the Jungle*. Pause on every page to summarize the major events in the story. For example, you could say: The gazelle can run quickly and jump really high!
2. After reading, ask the children to describe the major events in the story. You could say: Help me remember each thing that happened in the story. For children who need more structure, you may use open-ended questions to prompt them, as in: What did the gorilla like to do? Write down children’s answers on the paper. After the children list several events, read the list to the children. You could say: These are all the events we remembered from our story. Let’s read what we remembered. Point to the events as you read them.

### Materials

- **Book:** *Rumble in the Jungle*, by Giles Andreae and David Wojtowycz
- **Large paper and marker**

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Narrative activity to diverse learners.
Scaffolding Strategies

Use the **generalizing strategy** to help children consider the importance of key events when telling a narrative story.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children identify major events from the story.

Scaffolding Examples

Example 1:
Teacher: In this book, we saw animals do all sorts of things in the jungle. What if this was a zoo? What would be some things that might happen to animals in a zoo?

Example 2:
Teacher: In our story, there was only one thing we learned about gazelles – we learned that they run fast. What if we made up a story about a gazelle running fast through the jungle? Why would the gazelle be running fast through the jungle?

Example 1:
Teacher: Did the giraffes have their heads in the clouds or in the water?

Example 2:
Teacher: Was the hippopotamus in the water or in the tree?
Lesson 17: The words go this way!
Book: The Letters Are Lost by Lisa Campbell Ernst

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show the children the cover of the book The Letters Are Lost. Ask one child to come up and show you the title of the book. You could say: We have seen this book before. Does anyone remember its name? Show me the title of the book, the name of our book.

2. Read the title and point to each word as you say it: The title of our book is called ‘The Letters Are Lost.’ Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child’s contribution.

3. With your finger, track the text on each page of the book while reading.

4. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page. You could also say: I read from this side (left) to this side (right). Also comment on how print goes from top-to-bottom. You could say: I am going to read this way: from here (point to top line) to here (point to bottom line).

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions (verbs).
Target Words: admired, peeked, squish

1. Place the large paper so all the children can see it. At the top, write the phrase: “New Words.” Tell the children: Let’s talk about some new words we heard in our book. We are going to learn three new words.

2. Turn to the page that shows the first of your words (admired). Read the text and then create a general definition that the children can understand. You could say: The mouse admired himself in the mirror. Admired means that he liked how he looked. Let’s write the word admired on our new word list. Write the word admired on the word list, and name each letter as you write it, as in, Admired has seven letters. This is the A, this is the D, this is the M, this is the I, this is the R, this is the E, this is the D…ADMIRED!!

3. Repeat this for the words peeked and squished, and define each word, as in: “O” peeked through the oval. Peeked means that he looked through a small space. “T” helped to squish out the toothpaste. Squished means he pushed down on the tube. It made the toothpaste come out.

Materials

- Book: The Letters Are Lost, by Lisa Campbell Ernst
- Large paper and marker

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Vocabulary activity to diverse learners.
Scaffolding Strategies

Use the **predicting strategy** to help children predict the effect of key vocabulary words on characters and themselves.

Example 1:
Teacher: *That's right! The mouse *admired* himself in the mirror. How do you think the mouse was feeling as he *admired* himself in the mirror?*

Example 2:
Teacher: *In the story, the letter T was *squishing* out the toothpaste. If you went in the bathroom and *squished* out all the toothpaste, what do you think might happen? What would your parents think?!*

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Scaffolding Examples

Example 1:
Teacher: *Squish means to push something out of a small space. In our story, the toothpaste was being *squished* out of the tube. What was being *squished*?*

Example 2:
Teacher: *Peek means to look through a small opening or window. You can *peek* inside your house by looking in the window. How can you *peek* inside your house?*

Use the **eliciting strategy** to help children identify major events from the story.
Lesson 18: Let’s make words!

Book: The Letters are Lost by Lisa Campbell Ernst

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.
Target Words: letter, strawberry, toothpaste, disappear, zebra, machine, kangaroo

1. Tell the children, *Remember, some words have many parts, like the word valentine.* (Clap for each syllable in this word: val-en-tine. Be sure to clap as you say each syllable in the word, not before or after.) *Some words have only one part, like the word lost.* (Clap for the one syllable in the word.)

2. Give each child the opportunity to practice clapping for the parts in words, using: letter, strawberry, toothpaste, disappear, zebra, machine, and kangaroo. You could say: *Let’s take turns clapping out the parts of words. Andre, your word is letter. Clap for each part of the word letter.* (Let Andre try it on his own, then provide feedback.)

3. Now, tell the children that you are going to say some words that are already broken into their smaller parts. Tell the children, *I am going to say the parts of a word. See if you can put the parts together and guess the word.* Say these words syllable by syllable with a 2-second pause between the syllables: let-ter, straw-ber-ry, tooth-paste, dis-a-ppear, ze-bra, ma-chine, and kan-ga-roo. After you say each word and the children have an opportunity to guess what it is, model the correct answer for all the children. You could say, *I said let-ter. The word is letter. I put the parts of the word together.*

During and After Reading: Narrative

Learning Objective 2: To identify and describe one or more major events in a story.

1. Read the book The Letters are Lost. During reading, summarize the major events on each page by commenting. For example, you could say: *The letter F is swimming with the fish...The letter R is riding on the roller skate.*

2. After reading, ask the children to recall several major events from the story. You could say: *Let’s talk about what the letters did in the story.* Write down the children’s answers on the paper. After listing several events, read the list to the children. You could say: *These are some of the things the letters did in our story.*

3. After reading the list of events back to the children, ask them to try to put the events in order. Ask: *What happened first?* Help the children as needed to think about the order of events, as in: *In the beginning of the book all the letters were lost. Then we found them one by one. What letter did we find first? What letter did we find last?*

Materials

- Book: The Letters are Lost, by Lisa Campbell Ernst
- Large paper and marker
Scaffolding Strategies

Use the **generalizing strategy** to help children consider why we can break words into word parts (like syllables).

Scaffolding Examples

Example 1:
Teacher: Leslie, can you think of the names of things at home that have two syllables? Think about things in the kitchen that you use to clean. Which things have names with two parts?

Example 2:
Teacher: Think about your name. Who has a name with two syllables? Who has more than two syllables in their name? Who has less than two syllables in their name?

Use the **reducing choices strategy** to help children identify the different syllables of a word.

Example 1:
Teacher: We said strawberry has three syllables. What about blue-berry? What about rasp-berry?

Example 2:
Teacher: Toothpaste has two syllables. What about tooth-brush?
Week 10

Lesson 19: First, Next, Then, and Last

Book: *The Night Before Kindergarten* by Natasha Wing

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show children the cover of the book *The Night Before Kindergarten*. Ask one child to come up and show you the title of the book. You could say: *We have seen this book before. Does anyone remember its name? Show me the title of the book, the name of our book.*

2. Read the title and point to each word as you say it. *The title of our book is called ‘The Night Before Kindergarten.’* Remind the children that they have heard this book before. Ask children to tell you what the story is about. *Extend each child’s contribution.*

3. With your finger, *track the text* on each page of the book while reading.

4. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: *I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page. You could also say: I read from this side (left) to this side (right). Also comment on how print goes from top-to-bottom. You could say: I am going to read this way: from here (point to top line) to here (point to bottom line).*

After Reading: Vocabulary

Learning Objective 2: To understand and use words representing time concepts.

Target Words: first, next, then, last

1. Place the large paper where all children can see it. At the top write the phrase: “What the Children did.”

2. Tell the children that you want to describe the major things that happened in the book. Ask the children what happened first, using the pictures in the book as needed. Write down their responses.

3. Ask the children what happened next, using the pictures in the book as needed. Write down their responses.

4. Continue this activity with the terms then and last. Continually model and emphasize the words first, next, then, and last. You could say: *First, the children dreamt about their first day of kindergarten. Then, they got ready for school. Next they met their teacher, other children and did all kinds of fun things. Last, their parents left them at school to learn and play all day!*
Scaffolding Strategies

Use the reasoning strategy to help children understand the meaning and organization of print.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the eliciting strategy to help children identify the organization of print on a page.

Scaffolding Examples

Example 1:
Teacher: The title appears on the cover and again on the very first page of the book. The title must be very important to appear twice in the beginning of the book. Why do you think the title is so important?

Example 2:
Teacher: Sometimes the print on a page doesn’t follow the ‘rules’—the print acts silly. For example, sometimes a word is written really, really large. Why do you think print might be written really large or really small?

Example 1:
Teacher: I start reading on the left and move right. Where do I start reading?

Example 2:
Teacher: The first line I read is usually at the top of the page. Where is the first line I read?
Lesson Plan

Week 10

Lesson 20: What happened in this story?
Book: The Night Before Kindergarten by Natasha Wing

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.
Target Words: teacher, kids, parents, silly, friend, sunrise, wondering, kindergarten

1. Tell the children, Remember, some words have many parts, like the word kindergarten. (Clap for each syllable in this word: kin-der-gar-ten. Be sure to clap as you say the syllable in the word, not before or after.) Some words have only one part, like the word kids. (Clap for the one syllable in this word.)
2. Give each child the opportunity to practice clapping for the parts in words, using: parents, silly, friend, sunrise, wondering, kindergarten. You could say: Let’s take turns clapping out the parts of words. Portia, your word is parents. Clap for each part of the word parents. (Let Portia try on her own, then provide feedback.)
3. Now, tell the children that you are going to say some words that are already broken into their smaller parts. Tell the children: I am going to say the parts of a word. See if you can put the parts together and guess the word. Say these words syllable by syllable with a 2-second pause between the syllables: par-ents, sil-ly, friend, sun-rise, won-der-ing, kin-der-gar-ten. After you say each word and the children have an opportunity to guess what it is, model the correct answer. You may say: I said sil-ly. The word is silly. I put the parts of the word together.

During and After Reading: Narrative

Learning Objective 2: To identify and describe one or more major events in a story.

1. Read the book The Night Before Kindergarten. During reading, summarize the major events on each page by commenting. For example, you could say: The children on this page are dreaming about going to school with their new school supplies.
2. After reading, ask the children to recall several major events from the story. You could say: Let’s talk about what the children did in the story. Write down the children’s answers on the paper. After listing several events, read the list to the children. You could say: These are some of the things the children did in our story.
3. After reading the list of events back to the children, ask them to try to put the events in order. Ask: What happened first? Help the children as needed to think about the order of events, as in: Did the parents cry before or after the children went to their new classroom?

Materials

- Book: The Night Before Kindergarten, by Natasha Wing
- Large paper and marker

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Narrative activity to diverse learners.
Scaffolding Strategies

Use the **predicting strategy** to help children use events in the story to make inferences important to their understanding.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children identify major events from the story.

Scaffolding Examples

Example 1:
Teacher: *The teacher spent lots of time setting up for her kindergarten class. What do you think would happen if she didn’t take enough time to get ready for her students?*

Example 2:
Teacher: *Many of the children in the story were really excited to go to kindergarten. But some children were nervous and scared. Do you think the children who are nervous will like school? Why?*

Example 1:
Teacher: *Let’s talk about what happened first in the story. Say the word “first” with me (in chorus) … First the children … (call on individual children or fill in the sentence yourself).*

Example 2:
Teacher: *OK, now we are going to talk about what happened next. Say it with me (in chorus) … Next the children … (call on individual children or fill in the sentence yourself).*
Lesson 21: What letters are in your name?
Book: The Biggest Snowman Ever by Steven Kroll

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Before the lesson, alphabetize the class' “Name cards” and tell the children: Let's talk about the letters in our names.
2. Hold up a “Name card” and point out the first letter in the name, as in: This is Amber's name. Her name begins with the letter A (point to the first letter in the name). Continue for all names beginning with that letter: Let's see who else has a name beginning with an A. Once all the names beginning with a particular letter have been introduced, review them, as in: We just talked about three names that begin with the letter A. We saw Amber's name begins with an A (hold up name card), Ashley's name begins with an A (hold up name card), and Austin's name begins with an A (hold up name card). Continue this process for all children's names.
3. Read the book The Biggest Snowman Ever. Pause to identify some letters in children's names. You could say: We talked about the letter A in Amber’s, Ashley’s, and Austin’s names. I see an A on this page too (pointing).

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

Target Words: floppy, perfect, huge

1. Place the large paper so all the children can see it. At the top, write the phrase: “New Words.” Tell the children: Let's talk about some new words we heard in the Snowman book. We are going to learn three new words.
2. Turn to the page that shows the first of the words (floppy). Read the text and then create a general definition that the children can understand. You could say: This page says, 'Clayton dropped a floppy hat on the snowman's head.' Floppy is something that cannot stand up straight on its own. Write the word floppy on the word list and write snowman's hat below it. Model one or two more examples of something that is floppy and write these down: I can think of other floppy things. A dog's ears can be floppy. Remember Clifford? He had floppy ears. I'm going to write that as an example of something floppy: floppy dog ears.
3. Repeat this for the words perfect and huge, as in: This page says the snowfall made it the 'perfect beginning for a snowman contest.' Perfect means just right. This page says 'Clayton made a huge snowball for the snowman's belly.' Huge means very, very large.

Materials

- Book: The Biggest Snowman Ever, by Steven Kroll
- Name cards: (make one per child; make the first letter uppercase and all others lowercase)
- Large paper and marker
Scaffolding Strategies

Use the **generalizing strategy** to help children discuss the target adjectives in a context outside that of the book.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children learn the target adjectives.

Scaffolding Examples

Example 1:
Teacher: *The story told us that the children thought it was a *perfect* day for making a snowman. People often have different ideas of what makes a day *perfect*. Think about what a *perfect* day for you is like. Who wants to share their idea about a perfect day?*

Example 2:
Teacher: *Have you ever seen something so *huge* it makes you think 'Wow that is so big!' Tell me about something *huge* you have seen before.*

Example 1:
Teacher: *Let's think of more *floppy* things. Which is *floppy* - a jump rope or a stick?*

Example 2:
Teacher: *Let's think of something you have seen that is *huge*. I bet we all have seen lots of different sizes of cars and trucks. Emory, which is *huge* - an 18-wheeler truck or a motorcycle?*
Lesson 22: Can you retell our story?  
Book: *The Biggest Snowman Ever* by Steven Kroll

**Before Reading: Phonological Awareness**

**Learning Objective 1:** To segment words into syllables and to blend syllables into words.  
**Target Words:** snowman, biggest, winter, contest, princess, Martian, together, chocolate

1. Tell the children how some words have a lot of parts, but others have only one part. You could say: *Today we are going to listen for the parts of words. Some words have two parts, like the word snowman.* Clap for each syllable in this word: **snow-man**. (Be sure to clap as you say the syllable in the word, not before or after.) *Some words have only one part, like the word big.* Clap for the one syllable in this word: **Big**.

2. Now, tell the children that you are going to say some words that are broken into their smaller parts. Tell the children, *I am going to say the parts of a word. See if you can put the parts together and guess the word.* Say these words syllable by syllable with a 2-second pause between the syllables: biggest, winter, contest, princess, Martian, together, chocolate. After you say each word and the children have an opportunity to guess what it is, model the correct answer. You may say, I said big-gest. The word is biggest. I put the parts of the word together.

**During and After Reading: Narrative**

**Learning Objective 2:** To order three or more major events in a story.

1. Read the book *The Biggest Snowman Ever*. During reading, stop periodically and summarize the key events of the story. For example, you may stop on the second page and say: *The town is excited to have a snowman contest.* You might stop in the middle of the book and say, Clayton and Desmond are trying to build their own snowmen to win the contest. You might stop again before the end saying: Clayton and Desmond decide to work together to make the biggest snowman!  
2. After reading, ask the children to help you re-tell the story. You could say: *Let’s see if we can re-tell the story.* On the sheet of paper, write **First**… and ask the children: *What happened first?* Help them remember the first major event you discussed and record their answer. You could say: *Did the town decide to have a contest before or after the mice started making snowmen?*  
3. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the children identify corresponding story events. At the end, use the story sheet to retell the story, expanding on the children’s answers: **First,** the town decided to have a snowmaking contest. **Then,** Clayton and Desmond each tried to make their own snowmen. **Next,** they realized they could make a bigger snowman together. **Last,** they had the biggest snowman and won the contest.

**Materials**

- **Book:** *The Biggest Snowman Ever*, by Steven Kroll  
- **Large paper and marker**

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Phonological Awareness activity to diverse learners.
Read It Again! Learners’ Ladder
Lesson 22: Phonological Awareness

Scaffolding Strategies

Use the reasoning strategy to help children consider how syllables make up words.

Scaffolding Examples

Example 1:
Teacher: How do you know if a word is a long word or short word? What makes chocolate a long word and big a short word?

Example 2:
Teacher: Think about your name. Would you say your name is a short word or long word? Why?

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the co-participation strategy to help children identify syllables of words and blend syllables to make words.

Example 1:
Teacher: Chocolate has three parts. Say the parts of the word with me. Choc-o-late.

Example 2:
Teacher: Let’s say the two parts of the word biggest. Big...gest. Big...gest.. OK, now let’s put them together. Say it with me. Biggest.
Lesson 23: Learning new words
Book: The Mitten by Jan Brett

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Before the lesson, give each child his/her name card. Tell the children: Let’s learn about the letters in our names.
2. Hold up an upper-case letter card and ask children to identify whether the letter begins their name, as in: This is the letter A. Who sees an A beginning their name? Help children identify whether their name begins with the target letter, modeling the correct response as needed: I know Amber’s name begins with an A. Amber, do you see an A in your name?
3. Once all the names for a target letter are identified, review the names and go on to the next letter: We learned Amber’s and Austin’s names begin with an A. Now let’s see whose name begins with T (hold up T letter card).
4. Read the book The Mitten. Pause periodically to identify a few letters that are in children’s names. You could say: We talked about the letter A in Amber’s, Ashley’s, and Austin’s names. I see an A on this page too (pointing).

After Reading: Vocabulary

Learning Objective 2: To understand and use the words for unfamiliar objects (nouns).

Target Words: mole, hedgehog, badger

1. Place the large paper so all the children can see it. At the top, write the phrase “New Words.” Tell the children: Let’s talk about some new words we heard in our book. We are going to learn three new words.
2. Turn to the page that shows the first of the words (mole). Paraphrase the page and then create a general definition that the children can understand. You could say: This page shows that the mole crawled into the mitten. A mole is a small animal that digs tunnels and lives under the ground. Write the word mole on the word list, and name each letter as you write it, as in: Mole has four letters. This is the M, this is the O, this is the L, this is the E…MOLE!
3. Repeat this for the words hedgehog and badger and define each word, as in: This page says, ‘The hedgehog wanted to get warm.’ A hedgehog is bigger than a mole with spiky fur and a long nose. This page says, ‘A badger looked out of his house and saw the mitten.’ A badger is the biggest of our animals and has a white stripe on his face and back.

Materials
- Book: The Mitten, by Jan Brett
- Name cards (make one for each child; make the first letter uppercase and all others lowercase)
- Upper-case letter cards (only for the letters that begin each child’s name)
- Large paper and marker
Scaffolding Strategies

Use the **predicting strategy** to help children consider letters and syllables in familiar words.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children learn some letter names and associate them with familiar words.

Scaffolding Examples

Example 1:
Teacher: *Here is the letter A. Can you guess how many people in our class have a name starting with the letter A?*

Example 2:
Teacher: *Think about your name. Would you say your name is a short word or long word? Why?*

Example 1:
Teacher: *Shane, is A the first letter in your name or Andy’s name?*

Example 2:
Teacher: *Hilary, is the first letter of your name H or B?*
Lesson 24: What sound begins this word?
Book: The Mitten by Jan Brett

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.
Target Words: mole, mitten, mouse, fox, find

1. Tell the children that it can be fun to listen to the first sounds in words. You could say: Today we are going to listen to the first sound in a word. Most words are made up of many sounds. See if you can hear the first sound in these words. If children have difficulties with the concept “first,” you can substitute the word “beginning,” as in: “beginning sound.”

2. Say the word mole, stretching out the first sound and then tell children the sound that begins the word, as in: mmmole...mole starts with the sound mmm. Repeat for mitten, mouse, fox, and find.

3. Read the book The Mitten. During reading, stop periodically when you come to the words mole, mitten, mouse, fox, and find (these words appear often in the book and you do not need to pause each time they are mentioned). Draw children’s attention to the word and its first sound, as in: ‘The rabbit wiggled in next to the mole.’ We talked about the word mole before reading. Mmmole starts with the sound mmmm sound. Your goal is for the children to begin to think about the first sounds in words, but they are not to be identifying them at this point.

After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

1. After reading, ask the children to help you re-tell the story. You could say: Let’s see if we can re-tell the story. On the sheet of paper, write First… and ask the children: What happened first? Help them remember the first major event you discussed and record their answer on the paper, as in: What did Nicki’s grandma give him in the beginning of the story?

2. Continue this process, writing the words Then, Next, and Last to model their use and to help the children identify corresponding story events. At the end, use the story sheet to retell the story, expanding on the children’s answers: First, Nicki’s grandma made him a white mitten. Then Nicki lost the mitten in the snow. Next, lots of animals kept crawling into the mitten and stretching it. Last, the bear sneezed and all the animals tumbled out of the mitten. Nicki found his big, stretched mitten sailing through the air and returned home safe with both mittens!

Materials

- Book: The Mitten, by Jan Brett
- Large paper and marker

Don't forget to take a look at the Learners’ Ladder for ideas about adapting the Narrative activity to diverse learners.
Scaffolding Strategies

Use the **reasoning strategy** to help children consider the importance of ordering events in a story.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify events that occurred in the beginning, middle and end of the story.

Scaffolding Examples

Example 1:
Teacher: *Why is it important that our stories have a beginning, middle, and end?*

Example 2:
Teacher: *How do you let someone know you are beginning a story? How do you let someone know you are at the end of your story?*

Example 1:
Teacher: *A problem is usually solved in the end of the story. What often happens at the end of a story?*

Example 2:
Teacher: *First, Nicki’s grandmother gave him a mitten. What happened first in the story?*
REMEMBER!
It’s time to consider individual children’s progress...

This week, complete a Pupil Progress Checklist for each child.
Week 13

Lesson 25: Have you heard these words before?
Book: The Recess Queen by Alexis O’Neill

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Put all the name cards in the basket. Tell the children: Let’s talk about the letters in our names. I put everyone’s name in the basket. Let’s see if we can read each other’s names and say what the first letter is.
2. Ask a child to come up and pick a name out of the basket, as in: Tiquan, pick a name. You found Cole’s name (hold the card so the class can see and point to the first letter). What letter does Cole’s name start with? Tiquan, can you point to the C in Cole’s name?
3. Continue for all the names, giving each child a chance to pick a name, try to read it, and point to the first letter.
4. Read the book The Recess Queen. During reading, pause periodically to point out the first letter in the character’s names, as in: Mean Jean bullied through the playground. Jean’s name begins with a J (point to the first letter). She charged after Katie Sue. Katie begins with a K (pointing) and Sue begins with an S (pointing).

After Reading: Vocabulary

Learning Objective 2: To understand and use the words for unfamiliar actions (verbs).
Target Words: howled, gaped, romping

1. Tell the children: Let’s talk about some new words we heard in the ‘Recess Queen.’ We are going to learn three new words.
2. Turn to the page that shows the first of the words (howled). Read the text and then create a general definition that the children can understand. Build off the definition using the pictures. You could say: This page says the Recess Queen howled at Katie Sue. Howl means to yell loudly. Look at the page of Jean howling at Katie Sue. Does she look happy? When you howl you yell because you are mad.
3. Ask the children to give an example of when they might howl at someone. Extend their answers. For example, if James says: When my brother takes my toys, you might say: James howled at his brother when he took James’ toys.
4. Repeat this for the words gaped and romping, as in: ‘Jean gaped’ when Katie Sue asked her to play. Gaped means to stare at someone surprised. Look at the picture of Jean, does she look surprised? When has someone surprised you? Jean is having fun romping with her friends. Romping means playing loudly. Where might you romp with your friends?

Materials

- Book: The Recess Queen, by Alexis O’Neill
- Name cards: (one per child)
- Small basket
Scaffolding Strategies

Use the generalizing strategy to help children discuss the target verbs in a context outside that of the book.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the reducing choices strategy to help children learn the target verbs.

Scaffolding Examples

Example 1:
Teacher: We talked about how you may gape, or stare, at someone when you are surprised. What if you were going to surprise someone? What would you do? How do you think they would look at you?

Example 2:
Teacher: Tell me about a time in a movie or show where one character was howling at another because he or she was mad or upset.

Example 1:
Teacher: Think about when Katie Sue was howling at the other children. Did she howl at them when she was angry or happy?

Example 2:
Teacher: Romping means to run around and play. Would the children be romping around in the classroom or on the playground?
Lesson 26: Tell me a story
Book: The Recess Queen by Alexis O’Neill

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Show one of the /f/ picture cards (fan) and tell the children: **Effan. Fan**
   begins with the sound **fff**. Listen, did you hear the sound **fff** in the beginning of **fan**? Repeat for all of the /f/ and /m/ picture cards.

2. Hold all the picture cards in your hand and allow children to come up and pick one and say the word. Tell the group: **This word is mmmmoon. Listen for the first sound. Mmmmoon.** What sound does mmmmoon start with? Continue to allow children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: **Mmmmoon starts with the sound mmmm.**

During and After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

1. Read the book *The Recess Queen*. Stop periodically and provide a summary of the story’s major events. For example, early in the story you might say: **Mean Jean was the bully of the class on the playground.** You might stop a few pages later and say: **The new girl, Katie Sue, was not afraid of Mean Jean and did whatever she wanted on the playground.** You might stop again before the end saying: **Mean Jean tried to yell at Katie Sue, but Katie Sue wasn’t scared!**

2. After reading, ask the children to help you re-tell the story. You could say: **Let’s see if we can re-tell the story.** On the sheet of paper, write **First**… and ask the children: **What happened first?** Help them remember the first major event you discussed and record their answer on the paper, as in: **What did Mean Jean do to children on the playground at the beginning of the story?**

3. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the children identify a corresponding major story event. At the end, use the story sheet to retell the story, **expanding** on the children’s answers: **First**, Mean Jean bossed everyone around on the playground. **Then**, Katie Sue came to school and did anything she wanted at recess. **Mean Jean tried to yell at and scare Katie Sue, but it didn’t work. Next**, Katie Sue asked Mean Jean to play. **Last**, Mean Jean had so much fun playing that she stopped being the bully and became people’s friend.

Don't forget to take a look at the Learners’ Ladder for ideas about adapting the Phonological Awareness activity to diverse learners.

Materials

- **Book:** *The Recess Queen*, by Alexis O’Neill
- **/f/ picture cards:** fan, five, phone
- **/m/ picture cards:** mess, mouse, moon
- **Large paper and marker**
Scaffolding Strategies

Use the **predicting** strategy to help children consider words starting with the same initial sound.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting** strategy to help children identify whether words begin with the same initial sound.

Scaffolding Examples

**Example 1:**
Teacher: I have picture cards of things that begin with the /f/ sound. Can you guess some things that may be in my pack of cards?

**Example 2:**
Teacher: Do you think there are a lot more words that begin with the /m/ sound? Do you think we can think of 5 more words that begin with the 'mmm' sound? I’ll write them down as we think of them.

**Example 1:**
Teacher: Fan and Phone both begin with the 'ffff' sound. Do fan and phone begin with the same 'ffff' sound?

**Example 2:**
Teacher: Mess and Fan do not begin with the same first sound. Do mess and fan begin with the same first sound?
Lesson 27: How many do you have?

Book: *Giggle, Giggle, Quack* by Doreen Cronin

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Before the story, give each child a “Letter G card.” Tell the children: *This is the letter G* (holding up a G card). *It is an uppercase G. You all have a letter G card. Let's look for more letter G's in the title of this book.* Show the cover of the book *Giggle, Giggle, Quack.* Ask the children how many G's they see.
2. You could say: *I see two uppercase letter G's in our title. Giggle starts with letter G* (point to the first letter of the first word in the title). *Here it is again* (point to the first letter of the second word in the title). If children point to lowercase G's, say *Yes, those are g's, too. They are lowercase g's.*
3. Read the book *Giggle, Giggle, Quack* and pause periodically to point out the uppercase letter G's. Allow children to help find some G's on some pages. You could say: *I see a letter G on this page. Joseph, can you come help me find the letter G? This word is Giggle. Do you see the uppercase letter G in this word?*

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe objects (adjectives).

1. After reading, give the children animal cards. Tell the children: *Let's play a matching game. I'll hold up a number and you look at your card to see if the number of animals on your card matches my number.*
2. Hold up the number three and say: *This is the number three. Who has three animals on their card?* Ask the children to name the animal and then extend their answer to model phrases that have an adjective and a noun (e.g., three ducks). You could say: *Jordan says he has ducks. He has three ducks on his card.*
3. Continue for all the different numbers.

Materials

- **Book:** *Giggle, Giggle, Quack,* by Doreen Cronin
- **Letter G cards:** (one for each child)
- **Animal Number cards:** horse (one on a card), pigs (two on a card), ducks (three on a card), cows (four on a card), chickens (five on a card): 3 sets
- **Number cards:** Numbers 1-5

Don't forget to take a look at the Learners' Ladder for ideas about adapting the Print Knowledge activity to diverse learners.
Scaffolding Strategies

Use the **generalizing strategy** to help children consider letters within words.

Scaffolding Examples

Example 1:
Teacher: *We saw words in this book that started with the letter G. Do you see words around our classroom (like names or signs) that have the letter G in them?*

Example 2:
Teacher: *Quinn, is there a word in the title which has the same first letter as your name?*

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For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children the first letter in words.

Example 1:
Teacher: *Austin, does the word Giggle or Quack start with a G? (Point to the first letter as you say each word,)*

Example 2:
Teacher: *Point to both G's in the words 'Giggle, Giggle' - Do both of these words start with the letter G?*
Week 14

Lesson 28: Do you hear the first sound?
Book: Giggle, Giggle, Quack by Doreen Cronin

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Show one of the /s/ picture cards (sun) and tell the children: Sssun. Sun begins with the sound sss. Listen, did you hear the sound sss in the beginning of sun? Repeat for all of the /s/ and /w/ picture cards.
2. Hold all the picture cards in your hand and allow children to come up, pick one, and say the word. Tell the group: This word is wwwash. Listen for the first sound. Wwwwash. What sound does wwwash start with? Continue to allow children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: Wwwwash starts with the sound www.
3. Read the book Giggle, Giggle, Quack. During reading, stop periodically when you come to words beginning with the sounds sss or www to point out the first sounds of the words, as in: Bob had the pigs washed in no time. Wwwwash begins with the sound www.

After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

1. After reading, ask the children to help you re-tell the story. You could say: Let's see if we can re-tell the story. On the sheet of paper, write First... and ask the children: What happened first? Help them identify the first major story event.
2. Continue this process, writing the words Then, Next, and Last to model their use and to help the children identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the children's answers: First, Farmer Brown went on vacation and left Bob in charge. Then, the duck and other animals wrote Bob and tricked him into giving them favors. Next, Bob did everything the animals wanted and even gave them a movie night. Last, Farmer Brown called to check in and found out the animals were being a little naughty while he was away.
Read It Again! Learners’ Ladder
Lesson 28: Narrative

Scaffolding Strategies

Use the *predicting strategy* to help children consider key events in a story.

For children for whom the lesson seems *just right*, you can use the lesson plan as written!

Use the *eliciting strategy* to help children identify key events in a story.

Scaffolding Examples

Example 1:
Teacher: In our story, the animals got a little naughty when Farmer Brown left! What do you think a day on the farm is like when Farmer Brown is there? How do you think the animals would’ve acted differently?

Example 2:
Teacher: What do you think would have happened if Bob didn’t give the animals what they wanted? What might the animals have done?

Example 1:
Teacher: Let’s think about the story. Remember the first thing that happened was Farmer Brown left and put Bob in charge. Austin, what was the first thing that happened in our story?

Example 2:
Teacher: Next, the animals asked for a movie night and Bob let them come in the house! Antoine, where did the animals have movie night?
Lesson 29: What are these colors?
Book: *Dog Breath: The Horrible Trouble With Hally Tosis* by Dav Pilkey

**Before and During Reading: Print Knowledge**

**Learning Objective 1:** To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Show the children the cover of the book *Dog Breath: The Horrible Trouble With Hally Tosis*. Point to the upper case letters in the title, as in: *Let’s take a look at some of the uppercase letters in our title. I see an H here* (point) and here (point). *I see a T here* (point) and here (point).
2. Read the title, *The Horrible Trouble with Hally Tosis*. Tell the children: *Look for the H* (point) and *T* (point) as I read.
3. During reading, stop to point out uppercase letters H and T when they occur. Allow some children to come up to the book to find the letters. You could say: *The dog’s name is Hally* (point to word). *Hally begins with an H* (point to letter). *Melanie, can you come show me the H in Hally’s name?*

**After Reading: Vocabulary**

**Learning Objective 2:** To understand and use words that describe things and actions (adjectives and adverbs).

1. After reading, tell the children: *Let’s talk about all the different colors we saw in the book. Let’s see if we can remember all of our color names.* Hold up each of the color cards, naming each one.
2. Give each child a color card. You can explain: *I’m going to give each of you a color. As we go through the book, let’s see if we can find a something that matches everyone’s color.*
3. Turn to each page of the book, and talk about some of the objects on the page. Help children match their color cards to the colors of things they see. You could say: *I see two children wearing red shirts on this page. Who has the red card? Amy, your card is red. Can you point to someone wearing a red shirt on this page?*

**Materials**

- **Book:** *Dog Breath: The Horrible Trouble With Hally Tosis*, by Dav Pilkey
- **Color Cards:** red, orange, yellow, green, blue, purple (3 sets)

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the **Vocabulary activity** to diverse learners.
Scaffolding Strategies

Use the reasoning strategy to help children consider adjectives and adverbs.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the co-participating strategy to help children consider color words in the context of the book.

Scaffolding Examples

Example 1:
Teacher: How did we describe the letters in the book? Why is it helpful to talk about the color of something?

Example 2:
Teacher: Think about being at the park where lots of different dogs are running around. How could you point out a particular dog you wanted your friend to look at? What kinds of words might you use to describe the dog and why?

Example 1:
Teacher: I see three orange letters on this page. Everyone with an orange card, come up to the book and let’s point to the orange letters together.

Example 2:
Teacher: Let’s name the colors of these letters together…
Lesson 30: Listen to those sounds!
Book: Dog Breath: The Horrible Trouble With Hally Tosis by Dav Pilkey

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Tell the children that it can be fun to listen to the first sounds in words. You could say: Today we are going to listen to the first sound in some words. Most words are made up of many sounds. See if you can hear the first sound in these words.
2. Show one of the /f/ picture cards (fan) and tell the children: Fffan. Fan begins with the sound fff. Listen, did you hear the sound fff in the beginning of fan? Repeat with all of the /m/ picture cards, /s/ picture cards, and /w/ picture cards.
3. Hold all the picture cards in your hand and allow children to come up, pick one, and say the word. Tell the group: This word is mmmmoon. Listen for the first sound. Mmmmoon. What sound does mmmmoon start with? Continue to allow children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: Mmmmoon starts with the sound mmmm.

During and After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

1. Read the book Dog Breath: The Horrible Trouble With Hally Tosis. Stop periodically and provide a summary of the story's major events. For example, you may stop near the beginning and say: The children were going to have to give away Hally because of her breath. You might stop a few pages later and say, They tried to take Hally all over to get rid of her bad breath.
2. After reading, ask the children to help you re-tell the story. You could say: Let's see if we can re-tell the story. On the sheet of paper, write First… and ask the children: What happened first? Help them identify the first major story event.
3. Continue this process, writing the words Then, Next, and Last to model their use and to help the children identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the children's answers: First, the children decided they had to get rid of Hally's bad breath. Then, they took her to lots of places, like a breathtaking view and a scary movie, to try to get rid of her bad breath, but nothing worked! Next, they gave up and took her home. They were sad because they couldn't cure her bad breath. Last, Hally's bad breath came in handy because she stopped the burglars in their tracks! They didn't need to get rid of Hally or her bad breath after all.

Materials

- Book: Dog Breath: The Horrible Trouble With Hally Tosis, by Dav Pilkey
- /s/ picture cards: sit, sun, soap
- /w/ picture cards: wash, worm, one
- /f/ picture cards: fan, five, phone
- /m/ picture cards: mess, mouse, moon
- Large paper and marker
Scaffolding Strategies

Use the **predicting strategy** to help children consider words that have the same or different beginning sound as a target word.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify when two words have the same or different beginning sound.

Scaffolding Examples

Example 1:
Teacher: Leslie, I'm going to say a word that starts with /s/ ... what do you think it is?

Example 2:
Teacher: We are going to make a list of everyone whose name starts with the 'sss' sound. Who do you think will be on this list?

Example 1:
Teacher: Moon and mouse share the same first sound! Carrie, do moon and mouse share the same first sound?

Example 2:
Teacher: Sit and Fan have a different first sound. Sit and Fan do not share the same first sound. Nick, do sit and fan have the same first sound?
Lesson 31: Use Your Imagination!
Book: *The Biggest Snowman Ever* by Steven Kroll

### Before Reading: Print Knowledge

**Learning Objective 1:** To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Show the children the cover of the book *The Biggest Snowman Ever*. Point to the upper case letters in the title, as in: *Let's take a look at our title. How many upper case letters do you see? I see a T here (point) a B here (point) an S here and an E here. That's four uppercase letters!*
2. Write the letter T on the large paper. Tell the children, *T is the first uppercase letter we see in our title. Does anyone's name begin with a T?* Follow with discussion, as in: *I see Taylor's hand up. Let's look at Taylor's name (write Taylor on the paper below the letter T and underline the T). That's right! Taylor begins with a T. Who else has a name beginning with a T? Tamira, I think your name begins with a T too (write Tamira on the paper and underline the T).*
3. Continue this for all children whose name begins with a T, and repeat for B, S, and E.

### During and After Reading: Vocabulary

**Learning Objective 2:** To understand and use new words representing thinking processes.

**Target Words:** imagine, try

1. Read the book *The Biggest Snowman Ever*. Stop to discuss each target word at least three times during reading. For example, after reading “That night, Clayton brought his dad out to see his snowman…” you might say: Clayton is probably *imagining* that his snowman will be the biggest. To *imagine* is to picture something in your mind. Clayton was *imagining* how big his snowman will be when he is done. After reading the text “…use a wheelbarrow to carry the snow…” discuss the word try, as in: Clayton knew he had to keep *trying* to make his snowman bigger. To *try* is to do everything you can to make something happen. He is going to *use a wheelbarrow to try* to make the biggest snowman.
2. As you discuss key words, pause to allow children to tell about times they *imagined* or *tried* something. You could say: Clayton is *imagining* being the winner of the snowman contest. Tell me about a time you *imagined* something. Repeat each child's response, emphasizing the target word, as in: Evan *imagined* coming to school for the first time. He *imagined* all the new things he would see and do.
3. After reading, allow children who have yet to participate to tell about one time they tried something and needed to get help. You could say: Clayton and Desmond couldn't build the biggest snowman alone. They needed to help each other. *When have you tried something and needed to get help? How did you ask for help?*
Scaffolding Strategies

Use the reasoning strategy to help children learn that certain words, including names, usually start with uppercase letters.

Scaffolding Examples

Example 1:
Teacher: The title of our book is The Biggest Snowman Ever. Who can tell me why the “T”, “B,” “S,” and “E” are uppercase letters?

Example 2:
Teacher: We know that book titles and people’s names start with uppercase letters. Our city’s name also starts with an uppercase letter. Why do you think some words start with uppercase letters and others do not?

Use the reducing choices strategy to help children learn some uppercase letters like those in their own name or their friends’ and family members’ names.

Example 1:
Teacher: Laura, I just wrote an uppercase “L” and an uppercase “S” on the board. Which letter does your name start with, the “L” or the “S”?

Example 2:
Teacher: The title of our book has an uppercase “B” in it. Byron, that’s the first letter in your name. Who else’s name starts with a “B,” Bobby’s or Michael’s?
Lesson 32: Who and Where?
Book: *The Biggest Snowman Ever* by Steven Kroll

**Before Reading: Phonological Awareness**

**Learning Objective 1:** To identify when two words share the same first sound.

1. Tell the children: *Today we are going to try to find words with the same first sound. See if you can hear the first sound in these words. We are going to decide if they are the same or if they are different.*
2. Hold up one of the /f/ picture cards (fan) and tell the children: **fffan. Fan begins with the sound **fff**. Did you hear the sound **fff** in the beginning of fan? You make the **fff** sound with me.** Then, pull a second /f/ picture card (five) and say: **fffive… fffive begins with the sound **fff**. Fffan and fffive begin with the same sound.** Then, pull a /w/ card (wash): **wwwash… wwwwash begins with the sound **wwww**. Now say: **fffan and wwwwash start with different sounds.**
3. Show one of the /s/ picture cards (sit) and tell the children: **sssit… sssit begins with the sound **ssss**. Did you hear the sound **ssss** in the beginning of sit? Say it with me: **ssss**. Then, pull a /m/ picture card (mouse): **mmmmouse… mmmmmouse begins with the sound **mmmm**. Now say: **sssit and mmmmmouse start with different sounds.**
4. Hold all the picture cards in your hand and allow children to come up one-by-one and pick a pair. Help them decide whether or not the words begin with the same first sound.

**During and After Reading: Narrative**

**Learning Objective 2:** To produce a fictional story that has a setting and characters.

1. Tell the children: *As I read to you, think about the characters, or who the story is about, and the setting, or where the story is taking place. Review these concepts, asking children to define (in their own words) the concept of character and setting.*
2. Read the story *The Biggest Snowman Ever,* stopping periodically to discuss the setting and characters, as in: *Who is the story talking about? Where are they? Model the terms character and setting, as in: Dawn, they are in the snow. Snow is part of the story’s setting.*
3. After reading, tell children they are going to take turns being the storyteller. You could say: *Let’s retell the story. I’ll start. Open the book to the first page and say: The people of Mouseville are gathered in the center of town. The mayor is announcing that the town is having a snowman contest.*
4. Have children take turns coming up to the book and acting as storyteller, as in: *Amy, come tell us what happened next. Be sure to tell us who the story is talking about and where they are. Ask clarifying questions, as in: You said ‘they are building a snowman.’ You are right. But tell us who is building the snowman - do you remember their names?*
5. After every child’s response, restate the child’s sentence but add a little detail, as in: *Yes, here we see two mice building a snowman. They are called Penelope and Martian. Penelope and Martian are outside, building a snowman in their yard in the city.* Continue this activity until the whole book has been retold by the class.

**Materials**

- **Book:** *The Biggest Snowman Ever* by Steven Kroll
- **/s/ picture cards:** sit, sun, soap
- **/w/ picture cards:** wash, worm, one
- **/f/ picture cards:** fan, five, phone
- **/m/ picture cards:** mess, mouse, moon
Scaffolding Strategies

Use the predicting strategy to help children produce a fictional story of their own, using the characters and/or setting in the current book as a starting off point.

Example 1:
Teacher: Let’s tell another story about Penelope and Martian. Where do you think they would be if they are wearing bathing suits? What should we use as our setting?

Example 2:
Teacher: What if Mouseville never got any snow at all? What kind of contest could the mice have if their town only got lots and lots of rain.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Scaffolding Examples

Example 1:
Teacher: Remember, setting means where a story takes place. Does our story take place in winter or summer?

Example 2:
Teacher: Who is another character in our story, other than Penelope and Martian? Is it the mayor or is it a big, old cat?

Use the reducing choices strategy to help children understand that a fictional story is composed of settings and characters.
Lesson Plan

**Week 17**

**Lesson 33: Decisions, Decisions**

**Book:** *The Mitten* by Jan Brett

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**Before Reading: Print Knowledge**

**Learning Objective 1:** To understand and use new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write).

1. Show the children the cover of the book *The Mitten*. Tell them, *This is the front of the book.* (Turn the book around.) *And this is the back of the book.* (Turn book back to the front cover). On the front of the book, we see the **title** (underline with your finger) and the **author** (underline with your finger). Remember, the **title** is the name of the book. Read the title, tracking each word. The **author** is the person who writes the words in the book. The **author** of our book is Jan Brett. Let's open our book to the first page.

2. Show children the title page of the book. Tell them: *The first page of the book has a special name. It is the title page.* Pointing to the title, you could say, *Here we see the name of the book again. What do we call the name of the book? That's right, the title.* Then, point to the author's name on the title page, and say: *These words tell us the author of the book. Her name is Jan Brett. What does the author do?*

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**During and After Reading: Vocabulary**

**Learning Objective 2:** To understand and use words representing thinking processes.

**Target Words:** think, decide

1. Read the book *The Mitten*. Stop to discuss each target word at least three times during reading. For example, after reading the text “The mole didn't **think** there was room for both of them...” you might say: *The mole didn't think there was room for both of them.* To **think** means to have ideas about something. The mole was **thinking** about the space in the mitten. He **thought** it was too crowded. To discuss the word **decide**, you could say: *The mole decided to let the rabbit in the mitten. To decide means to make a choice to do something. He decided to let the rabbit in because of his big 'kickers' or feet.*

2. As you discuss key words, allow children to tell about times they had to decide or think about something. You could say: *The mole decided to let the rabbit in. Tell me about a time you had to decide something.* Repeat each child's response, emphasizing the target word, as in: *Tisha decided what book to read. She had to make a decision.*

3. After reading, allow each child who has yet to participate to tell about one time he/she had to decide whether or not to share. You could say: *The animals decided to share space in the mitten with each other. When have you decided to share something? Why did you make this decision? As needed, model an answer for them, as in: Angela, I remember that you decided to share the crayons with Thomas yesterday. Do you remember that decision?*
Scaffolding Strategies

Use the **generalizing strategy** to help children use the target words **think** and **decide** in the context of their own lives, with past or future experiences.

Scaffolding Examples

Example 1:
Teacher: Allison, tell the class about a time when you had to make a very difficult decision.

Example 2:
Teacher: Remember how we planted a tree when school started? What kinds of things did we have to **think** about before we dug the hole to plant the tree?

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children define and use the target words **think** and **decide**.

Example 1:
Teacher: I have written our vocabulary words **think** and **decide** on the board. Jill, come up here and point with me to the word that means “I’ve made a choice about something.” We’ll do it together.

Example 2:
Teacher: In our book, *The Mitten*, what did mole **think** about when rabbit wanted to come in, too? He thought that….**say it with me…**the mitten was too crowded!
Lesson 34: Starting Out the Same or Different
Book: The Mitten by Jan Brett

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Tell the children: Today we are going to try to find words with the same first sound. See if you can hear the first sound in these words. We are going to decide if they are the same or if they are different.

2. Hold up one of the /b/ picture cards (boy) and tell the children: bboy. Boy begins with the sound bb. Listen, it’s a quick sound. Did you hear the sound bb in the beginning of boy? You make the bb sound with me. Then, pull a second /b/ picture card (bath) and say: … bbath begins with the sound b… bboy and bbath begin with the same sound.

3. Show one of the /n/ picture cards (neck) and tell the children: nneck… nneck begins with the sound nnn. Did you hear the sound nnn in the beginning of neck? Say it with me: nnn. Then, hold up the /b/ picture card again (boy): Remember bboy… begins with the sound bb… bboy and nneck start with different sounds.

4. Hold all the picture cards in your hand and allow children to come up one-by-one and pick a pair. Help them decide if the words begin with the same first sound.

During and After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters.

1. Tell the children: As I read, think about the characters, or who the story is about, and the setting, or where the story is taking place. Discuss these concepts, asking children to define (in their own words) the concept of character and setting.

2. Read the story The Mitten, stopping periodically to discuss the setting and characters, as in: Who is the story talking about? Where is the action taking place? Model the terms character and setting, as in: Most of our characters are animals!

3. After reading, tell children they are going to take turns being the storyteller. You could say: Let’s retell the story. I’ll start. Open the book to the second page and say: The little boy Nicki is at his grandma’s house asking her to make him a mitten.

4. Have children take turns coming up to the book and acting as storyteller, as in: Andrew, come tell us what happened next. Be sure to tell us who the story is talking about and where they are. Ask clarifying questions, as in: You said ‘Nicki dropped his mitten.’ You’re right. Nicki dropped one of his mittens—but where? Did he drop it in the woods?

5. After each child’s response, restate the child’s sentence but add a little detail, as in: Yes, here we see three animals in the mitten. But which animals? We see that the hedgehog joined the mole and rabbit inside the mitten. Continue this activity until the whole book has been retold by the class.

Materials

• Book: The Mitten, by Jan Brett
• /b/ picture cards: boy, big, bath,
• /n/ picture cards: neck, night, noise, nine

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Phonological Awareness activity to diverse learners.
Read It Again! Learners’ Ladder
Lesson 34: Phonological Awareness

Scaffolding Strategies

Use the reasoning strategy to help children identify how and why two words have the same or different beginning sound.

Scaffolding Examples

Example 1:
Teacher: Tommy, your name and Tricia’s name share something. Can you tell me what it is and why you share it?

Example 2:
Teacher: I’ve written toe, teeth, and top on the board. Who can tell me why I put all these words together in one group?

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the reducing choices strategy to help children identify when two words have the same or different beginning sound.

Example 1:
Teacher: Remember that boy and bath share the same bbbb sound. Does bball have the same bbbb sound as bbbath and bboy?

Example 2:
Teacher: Nancy, your name begins with the nnnn sound. Tell me what sound your name starts with? Is it /n/ or /s/?
Lesson 35: Count Those Words
Book: Giggle, Giggle, Quack by Doreen Cronin

Before and During Reading: Print Knowledge

Learning Objective 1: To understand and use new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write).

1. Read the title of the book and tell the children: Our title has three words (track each word as you say it): Giggle, Giggle, Quack. Ask children to come point to the words in the title, as in: Josiah, can you come point to all the words in the title?
2. Read the book Giggle, Giggle, Quack. Stop to discuss the first note left to Farmer Bob, as in: Look at this note. Farmer Brown had said he left instructions for Bob. Do you think this note is from Farmer Brown? Let the children make guesses, telling them: Let's read it and see.
3. Stop during reading to draw children's attention to how many words are in the ‘Giggle, Giggle, ____’ phrases, as in: Let's count the words on this page (point to each of the three words, counting 1, 2, 3). Three words. They say ‘Giggle, Giggle, Cluck.’ Terence, point to the words as I read them. Continue to pause and ask children to count the words in the Giggle, Giggle, ____ phrases which appear throughout the book.

After Reading: Vocabulary

Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.

Target Words: an eye on, settle in, in charge

1. After reading, tell the children: Sometimes when words are put together, they mean something different than when the words are alone. Our book says that Farmer Brown told Farmer Bob to keep an eye on Duck. But that does not mean Farmer Bob is supposed to put his eyes and face close to Duck. Does anyone know what it means to keep an eye on someone? It means to pay attention to them to make sure they don't misbehave. Help children to use this phrase by describing an experience where they had to keep an eye on something.
2. Repeat this for the phrases settle in and in charge. You could say: The word settle means to calm someone or something. Sometimes people settle a crying baby by rocking him. But to settle in means to get comfortable. The book said the animals settled in to watch their movie. Have any of you settled in to watch a movie at home? What kinds of things do you do when you settled in to enjoy a movie? To discuss in charge, you could say: The word charge means to run after someone. A player on a football team may charge the players on the other team. But to be in charge means to be the boss. In the book, Farmer Bob was supposed to be in charge. But who was really in charge?
Scaffolding Strategies

Use the **prediction strategy** to help children to understand and use new words about books and print.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children understand new words about books and print.

Scaffolding Examples

Example 1:
Teacher: *Before we read anymore of our book, Giggle, Giggle, Quack, tell me what you think this book will be about? How do you know?*

Example 2:
Teacher: *We’ve talked about the title of our book being on the front cover. Where else can we find the title? Why would the title be written in a book more than one time?*

Example 1:
Teacher: *There are three words in our book title, Giggle, Giggle, Quack. This word is “quack.” Jill, what is this word? (point to “quack”)*

Example 2:
Teacher: *The title is the name of the book. What is the title?*
Lesson 36: Where Are Those Animals Now?!
Book: Giggle, Giggle, Quack by Doreen Cronin

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Tell the children: Today we are going to try to find words with the same first sound. See if you can hear the first sound in these words. We are going to decide if they are the same or if they are different.

2. Hold up one of the /b/ picture cards (boy) and tell the children: bboy. Boy begins with the sound bb. Listen, it’s a quick sound. Did you hear the sound bb in the beginning of boy? Make it with me bb. Then, pull a second /b/ picture card (bath) and say: … bbath begins with the sound b…. bboy and bbath begin with the same sound.

3. Show one of the /t/ picture cards (tooth) and tell the children: ttooth. Tooth begins with the sound tt. Did you hear the sound tt in the beginning of tooth? Say it with me tt. Then, hold up the /t/ picture card again (boy): Remember bboy… begins with the sound bb. My lips come together in the beginning of bboy, but not on ttooth…. bboy and ttooth start with different sounds.

4. Hold up one of the /s/ picture cards (sit) and tell the children: ssit. Sit begins with the sound sss. Listen, it’s a long sound. Did you hear the sound sss in the beginning of sit? Say it with me sss. Then, hold up the /b/ picture card again (boy): Remember bboy… begins with the sound bb. Bboy and ssit start with different sounds. Then, hold up the /t/ picture card (tooth) and tell the children: Remember, ttooth begins with the sound tt. Ttooth and ssit also start with different sounds.

5. Hold all the picture cards in your hand and allow children to come up one-by-one and pick a pair. Help them decide if the words begin with the same first sound.

During and After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters.

1. Tell the children: As I read, think about the characters, or who the story is about, and the setting, or where the story is taking place. Review these concepts, asking children to define (in their own words) the concept of character and setting.

2. Read the story Giggle, Giggle, Quack, stopping periodically to discuss the setting and characters, as in: The pigs are inside the house! Model the terms character and setting, as in: Farmer Brown is a character in our story, but we don’t see him because he isn’t on the farm; he is on a trip. The farm is the setting of our story.

3. After reading, tell children they are going to take turns being the storyteller. You could say: Let’s retell the story. I’ll start. Open the book to the first page and say: Farmer Brown and Bob are walking down the driveway as Farmer Brown gets ready to go on his trip.

4. Have children take turns coming up to the book and acting as storyteller, as in: Joy, come tell us what happened next. Be sure to tell us who the story is talking about and where they are. Ask clarifying questions, as in: Are the animals watching the movie in the barn?

5. After each child’s response, restate the child’s sentence, adding detail, as in: Yes, Duck is looking at Bob. Duck is outside the house looking at Bob through the window. Continue until the whole book has been retold by the class.

Materials

- Book: Giggle, Giggle, Quack, by Doreen Cronin
- /b/ picture cards: boy, big, bath
- /s/ picture cards: sit, sun, soap
- /t/ picture cards: top, tooth, toy

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Narrative activity to diverse learners.
Scaffolding Strategies

Use the **generalizing strategy** to help children produce a fictional story with **characters** and **setting**.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children understand the concepts of **characters** and **setting** in a fictional story.

Scaffolding Examples

Example 1:
Teacher: Remember when Mr. Allen brought his lamb into our classroom? Let's tell a make-believe story about that lamb...he'll be a **character**. What should the **setting** be?

Example 2:
Teacher: Tracey, I know you have a lot of horses at your barn. Why don't you pick one to be the main **character** of our story? What other characters might be in our story if it takes place in a barn?

Example 1:
Teacher: In our story, Giggle, Giggle, Quack, which is the **setting**, the Duck or the farm?

Example 2:
Teacher: Farmer Bob and Farmer Brown are **characters** in our story. Who else is a **character**, the Duck or the farm?
Before and During Reading: Print Knowledge

Learning Objective 1: To understand and use new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write).

1. Read the title of the book and tell the children: Look- the word 'Recess' is lower than all the other words in the title (pointing at the word Recess). It looks like the word is being stomped on. The way the words look give us a hint about the story. Who remembers what the Recess Queen does to kids during recess? She stomps and shouts all over the playground during recess!
2. Read the book The Recess Queen. After reading the text “Say ‘WHAT?’ Mean Jean growled…” discuss print fonts, as in: The words 'What' (pointing) and 'Who' (pointing) are bigger than the other words. The way they are written makes me think Mean Jean is shouting. Re-read the text, emphasizing the bolded words.
3. Approximately 3 or 4 times during reading ask children to come up to the book to find words that look different than other words on the page, as in: Zachary, look at all these words. Point to the words that look different from the words around them. Discuss the print font, as in: Zachary saw that the words 'swung,' 'kicked,' and 'bounced' are all big and bold. I can just picture how fast and hard Katie Sue swings, kicks, and bounces that ball!

After Reading: Vocabulary

Learning Objective 2: To understand and use new words representing feelings.
Target Words: intimidated, cheerful, excited

1. After reading, tell the children: Mean Jean had a lot to learn about how to make friends! Over time, the kids changed how they felt about her, didn't they? Let’s talk about how people were feeling in this story. (Open to the first page.) Look at all the children’s faces and bodies. They look intimidated. Intimidated means you feel scared of someone. Too scared to say what you think or want. These kids are so intimidated they won't play until she says they can! Have the children say the word with you. Then, help the children to use the word by asking them why the kids are intimidated by Mean Jean.
2. Continue to use the book to discuss the target words cheerful and excited. You could say: Mean Jean felt cheerful when she jumped rope with Katie Sue. To be cheerful means to feel really happy. How can you tell when someone is cheerful? To discuss excited, you could say: At the end of the story, all the children look excited to be out on the playground. Excited means to be very happy and full of energy. Look at the picture in the book - how can you tell the kids are excited?
Scaffolding Strategies

Use the **reasoning strategy** to help children correctly use new words representing feelings.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children understand and use new words representing feelings.

Scaffolding Examples

Example 1:
Teacher: *If Mean Jean is *intimidating* (which means scary), would the children be *excited* when she was around? Why or why not?*

Example 2:
Teacher: *How did Katie Sue show the other children she was *fearless*?*

Example 1:
Teacher: *The other children were *intimidated* by Katie Sue. *Intimidated* means you are scared of someone. What does *intimidated* mean?*

Example 2:
Teacher: *At the end of the story, the children are *excited* to be on the playground with Katie Sue. This means they were very happy to play with her. If the children are *excited* to play with Katie Sue, how do they feel?*
Lesson Plans

Week 19

Lesson 38: Listen- Those Sounds are Quick!

Book: The Recess Queen by Alexis O’Neill

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Tell the children: Today we are going to try to find words with the same first sound. See if you can hear the first sound in these words. We are going to decide if they are the same or if they are different.

2. Hold up one of the /b/ picture cards (boy) and tell the children: bboy. Boy begins with the sound bb. Listen, it’s a quick sound. Did you hear the sound bb in the beginning of boy? Make it with me- bb. Then, pull a second /b/ picture card (bath) and say: … bbath begins with the sound bb. Bboy and bbath begin with the same sound.

3. Show one of the /t/ picture cards (tooth) and tell the children: tooth… tooth begins with the sound tt. Did you hear the sound tt in the beginning of tooth? Say it with me: tt. Then, hold up the /b/ picture card again (boy): Remember bboy… begins with the sound bb. My lips come together in the beginning of bboy, but not on tooth. Now say: Bboy and tttooth start with different sounds.

4. Hold all the picture cards in your hand and allow children to come up one-by-one and pick a pair. Help them decide if the words begin with the same first sound.

5. During reading, stop periodically and ask children to identify words beginning with the same first sound, as in: Listen to see if you can hear 2 words that start with the tt sound - “Katie Sue is a ttteeny kid. A tttiny kid.” What words started with the tt sound? Additional phrases to target include: Katie Sue kicked; kitz and kajam-mered ’em; I want Jean to jump with me.

After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters.

1. Tell children they are going to take turns being the storyteller. You could say: Let’s retell the story. I’ll start. Open the book to the first page and say: Mean Jean always bullied everyone on the playground.

2. Have children take turns coming up to the book and acting as storyteller, as in: Jason, come tell us what happened next. Be sure to tell us who the story is talking about and where they are. Ask clarifying questions, as in: Here, Mean Jean is scaring the other kids. Where are they? What is she doing?

3. After every child response, restate the child’s sentence, adding detail, as in: Mean Jean is yelling at the children from the top of the slide. Continue until the whole book has been retold by the class.

Materials

- Book: The Recess Queen, by Alexis O’Neill
- /b/ picture cards: boy, big, bath
- /s/ picture cards: sit, sun, soap
- /t/ picture cards: top, tooth, toy

Don't forget to take a look at the Learners’ Ladder for ideas about adapting the Phonological Awareness activity to diverse learners.
Scaffolding Strategies

Use the **predicting strategy** to help children identify words that have the same first sound.

**Example 1:**
Teacher: *Here is the picture of the boy. Which picture do you think I am going to pick to go with the boy?*

**Example 2:**
Teacher: *If I had a picture of a bat, which pile of cards would I put it on?*

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify words that have the same first sound.

**Example 1:**
Teacher: *Boy and bath start with the same sound. It is the bbbb sound. What sound do boy and bath start with?*

**Example 2:**
Teacher: *Cathy, this is tooth. It starts with the tttt sound. This is toy. It starts with the tttt sound, too. Which word starts with the same sound as tooth?*
Lesson 39: Many Word Meanings
Book: *Dog Breath: The Horrible Trouble with Hally Tosis* by Dav Pilkey

### Before Reading: Print Knowledge

**Learning Objective 1:** To understand and use new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write).


2. Show children the title page of the book. Tell them, *Does anyone remember the special name for the first page of a book? It is the title page.* Pointing to the title, you could say, *Here we see the name of the book again.* Pointing to the author’s name, you could say: *And here is the person who wrote the book.* What do we call that person?

### During and After Reading: Vocabulary

**Learning Objective 2:** To talk about the meaning of new words, including how words can have more than one meaning.

**Target Words:** breathtaking, breathless, 'lose your breath'

1. Read the book *Dog Breath: The Horrible Trouble with Hally Tosis*. Stop to discuss each target word during reading. For instance, after reading… "They hoped that the breathtaking view would take Hally's breath away…" you could say: *They thought the breathtaking view would take Hally's bad breath away. The children misunderstood! A breathtaking view is a beautiful view! Something that is breathtaking is very, very beautiful. It wouldn't cure Hally's breath!*

2. Repeat this for the phrases breathless and 'lose your breath'. You could say: *The children thought the movie that would leave you breathless would take Hally's bad breath away. But something that leaves you breathless is something that makes you surprised or excited. OR, The children thought Hally would lose her breath on the roller coaster because that's what the sign said! But they misunderstood. Something that makes you lose your breath is something that scares you!*

3. After reading, write the target words down the center of the large piece of paper, underlining the word breath in each. Tell the children: *These are all words or phrases we heard in the book. They all have the word breath in them but they mean different things. Let's see if we can remember what each of these words or phrases mean.* Read each example, asking for children to provide a definition (in their own words) and examples, as in: *That's right- breathtaking means beautiful. What is something you think is breathtaking?*
Scaffolding Strategies

Use the reasoning strategy to help children understand the role of the author/illustrator, as well as the purpose of print to convey meaning.

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the co-participation strategy to help children understand and use new words to describe aspects of books and print.

Scaffolding Examples

Example 1:
Teacher: Let’s look at the cover of this book titled Dog Breath: The Horrible Trouble with Hally Tosis. How do you think the author came up with this title?

Example 2:
Teacher: I’ll tell you a secret. If you put “Hally” and “Tosis” together, they make the word “halitosis.” Halitosis means bad breath. Why do you think the author named the dog character Hally Tosis?

Example 1:
Teacher: Anita, come on up here and point to the title of the book with me.

Example 2:
Teacher: The author is the person who writes the book. Let’s all say what the author does together. What does the author do? He writes the book!
Lesson 40: Take a Guess, Make a Rhyme

Book: Dog Breath: The Horrible Trouble with Hally Tosis by Dav Pilkey

Before Reading: Phonological Awareness

Learning Objective 1: To produce words that share a rhyming pattern.

1. Place the paper so all the children can see and write the word dog in the middle of the sheet. Tell the children: Let’s play a game. In this bag are things that rhyme with dog. Remember, rhyming words sound the same at the end, like dog and log. Let’s try to guess all the words in the bag. You guess and I’ll write down what you say.

2. Ask for volunteers to think of words that rhyme with dog and write down each correct response (real or nonsense word). As you write, model the rhyming pairs, as in: Cole said log. (Write the word log on the large sheet.) That’s right! Log and dog rhyme! Continue this process as long as children are volunteering information. Generate a few rhymes to help the children when they are stumped.

3. Ask for children to look in the bag for words that rhyme with dog. Call on children to come pull a card, say its name, and then say the word dog. Ask the children if the two words rhyme. You can say: Connor, come pick a card and tell me what it is. Help the children identify the picture and say dog, as in: Frog-Dog. Frog rhymes with dog! Look for the chosen word on the list you made with the class. For instance: And I see the word log on our list - we guessed it! OR, You picked smog. Smog rhymes with dog! We didn’t guess that one - let’s add it to our list! Continue this process for all the words in the bag.

During and After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

1. Read the story Dog Breath: The Horrible Trouble with Hally Tosis and stop periodically to discuss whether the children think the family should give Hally away, as in: They just can’t get rid of Hally’s bad breath! Do you think they should give Hally to another family? Why?

2. After reading, ask the children to think of their own experiences being surprised about something, as in: Sometimes people or pets in your family surprise you or help you. Allow a few children to tell about something that surprised them. After, tell children about how we can use these experiences to make stories.

3. Tell the children your own story, as in: My little brother always liked to learn about cars. One day, my car broke and my little brother knew how to fix it! He was a big help to me because he knew so much about cars! The end.

4. Now, ask three children to provide their own story, as in: Zora, tell me about a time someone in your family surprised you or helped you. Repeat the story, adding details to model a story with a clear beginning, middle, and end.

Materials

- Book: Dog Breath: The Horrible Trouble with Hally Tosis, by Dav Pilkey
- OG picture cards: dog, hog, log, frog, smog
- Small bag or basket
- Large paper and marker

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Narrative activity to diverse learners.
Scaffolding Strategies

Use the **reasoning strategy** to help children understand why a personal story should have a clear beginning, middle, and end.

Use the **co-participation strategy** to help children understand that a story should have a clear beginning, middle, and end.

Scaffolding Examples

Example 1:
Teacher: *When we tell stories about something that happened to us, why do we need to start with a very clear beginning and middle, before we can get to the end?*

Example 2:
Teacher: *If I’m telling a story, should I start right in the middle? Why or why not, Joanna?*

Example 1:
Teacher: *Our story is about a dog with very bad dog breath. Let’s retell together what happened in the beginning of the story. I’ll start. When Hally opened her mouth, terrible things happened. Patrick, tell me what some of those things were?*

Example 2:
Teacher: *At the end of our story, what did Mr. and Mrs. Tosis decide to do with Hally? I think they thought she was wonderful for catching the burglar. Ryan, help me tell what they decided.*
Lesson Plans

Week 21

Lesson 41: Changing Colors
Book: A Color of His Own by Leo Lionni

Before and During Reading: Print Knowledge

Learning Objective 1: To understand and use new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write).

1. Show the children the cover of the book A Color of His Own. Tell them, This is the front of the book. What do we see on the front of the book? Give children a chance to volunteer. That’s right! The title and the author. Our book title is: A Color of His Own (track each word as you read it). The author of our book is Leo Lionni. What does the author do again? That’s right - the author writes the words in the book.

2. Show children the title page of the book. Tell them, Does anyone remember the special name for the first page of a book? It is the title page. Pointing to the title, you could say, Here we see the name of the book again.

3. Read the book A Color of His Own. During reading, pause to allow the children to read the color words with or for you, as in: Parrots are… (pause and point to the word green). What do you think this word says? What color is the parrot? That’s right! The parrot is green. This word says green. Repeat this process periodically when you come to a color word.

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

1. After reading, tell the children: We saw that the chameleon looked different wherever he went! That’s what is so special about the chameleon. Who can remember some of the different ways the chameleon looked? Flip through the book, allowing the children to describe the different chameleons. Extend their answers as in: That’s right! Connor said the chameleon is striped. The chameleon had black and orange stripes when he was on the tiger.

2. Give each child a piece of paper and put the crayons where children can reach them. You can explain: I want you to draw your favorite chameleon. It can be one you saw in the book, or one you just think would be beautiful. As you draw, I am going to come around and ask you to describe your chameleon. I will write down what you say on your drawing.

3. Walk around to each child, helping him or her describe the chameleon and writing what they say at the bottom of their drawing. For example: Amy, tell me about your chameleon. Oh, that’s beautiful - your chameleon is a rainbow! He must be standing near a rainbow! Write exactly what the child says at the bottom of the page, but then extend the discussion, as in: Amy, your chameleon is a rainbow of colors. What are some of the colors you used? Repeat this for every child in the class.

Materials

- Book: A Color of His Own, by Leo Lionni
- Paper and crayons (one paper per child)

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Vocabulary activity to diverse learners.
Scaffolding Strategies

Use the **prediction strategy** to help children understand and use words that describe things and actions.

Use the **reducing choices strategy** to help children understand and use words that describe things and actions.

Scaffolding Examples

Example 1:
Teacher: *We know from our story that the chameleon changed colors. What do you think he would look like if he stood on a brown log?*

Example 2:
Teacher: *It looks like winter is coming. How do you think the chameleon will change next?*

Example 1:
Teacher: *The chameleon is getting ready to walk onto green grass. Do you think he will turn red or green?*

Example 2:
Teacher: *In our story, after the chameleon found his friend, did he live happily ever after or sadly ever after?*
Week 21
Lesson 42: Tell Me About It
Book: A Color of His Own by Leo Lionni

Before Reading: Phonological Awareness

Learning Objective 1: To produce words that share a rhyming pattern.

1. Place the paper so all the children can see and write the word four in the middle of the sheet. Tell the children: Let's play a game. In this bag are things that rhyme with four. Remember, rhyming words sound the same at the end, like more and four. Let's try to guess all the words in the bag. You guess and I'll write down what you say.
2. Ask for volunteers to think of words that rhyme with four and write down each correct response (real or nonsense word). As you write, model the rhyming pairs, as in: Andrew said more. (Write the word more on the large sheet.) That's right! More and four rhyme! Continue this process as long as children are volunteering information. Generate a few rhymes to help the children when they are stumped.
3. Ask children to look in the bag for words that rhyme with four. Call on children to come pull a card, say its name, and then say the word four, to see if the two words rhyme, as in: Floor-Four. Floor rhymes with four! Look for the chosen word on the list you made with the class. For instance: And I see the word floor on our list - we guessed it! OR, You picked floor. Floor rhymes with four! We didn't guess that one - let's add it to our list! Continue this process for all the words in the bag.

During and After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

1. Read the story A Color of His Own and stop periodically to discuss events relating to the book's theme of “a friend can make all the difference.” At the end, summarize the story to say: The chameleon kept searching for his own color. He found that he didn't need his own color if he had a friend to change colors with him.
2. After reading, ask the children to think of their own experiences, as in: Think of how your friends make things more fun. Think of a time you were happy to have your friend with you. Provide children a few moments to think of such a time. Allow a few children to share. Tell children they can use their experiences to make stories.
3. Tell the children your own story, as in: When I was a child, we had to move into a new neighborhood. My friend came along to help us move into our new house. As we drove up to the house, I saw a group of children playing outside. I was too shy to go introduce myself, but my friend helped me meet the new children. I was glad to have my friend that day! The end.
4. Now, ask three children to provide their own story, as in: Adam, tell me about a time you were happy to have a friend with you. Repeat the story, adding details to model a story with a clear beginning, middle, and end.

Materials
- Book: A Color of His Own, by Leo Lionni
- ORE picture cards: four, floor, snore, more
- Small bag or basket
- Large paper and marker

Don't forget to take a look at the Learners' Ladder for ideas about adapting the Phonological Awareness activity to diverse learners.
Scaffolding Strategies

Use the **generalizing strategy** to help children produce words that share a rhyming pattern.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children recognize words that have a rhyming pattern.

Scaffolding Examples

**Example 1:**
Teacher: *Matt, you have a wonderful name to make rhymes with, just like we just did with four. What word do you think rhymes with your name? Think about the pet you have at home.*

**Example 2:**
Teacher: *Anita just had a birthday, and she brought in cake for everyone. Let's think of words that rhyme with cake.*
REMEMBER!
It’s time to consider individual children’s progress...

This week, complete a Pupil Progress Checklist for each child.
Lesson 43: Is it a letter or word?
Book: *Bunny Cakes* by Rosemary Wells

**Before and During Reading: Print Knowledge**

Learning Objective 1: To recognize the difference between letters and words.

1. Hold up the book *Bunny Cakes* for the children to see. Read the title, point to each word, and then say: *Our title has two words* (track each word as you say it): *Bunny Cakes*. Then, draw the children's attention to the letters in each of the words in the title, as in: *Bunny is made up of five letters. (Hold up a finger as you say each letter). B-U-N-N-Y. These letters make up the word Bunny. Cakes also has five letters. C-A-K-E-S. These letters make up the word Cakes.*

2. Write the phrase “Grocery List” at the top of the large piece of paper. Tell the children: *This says 'Grocery List.' As we read about Max's trips to the grocery store, we will keep a list of all the things he is supposed to buy.*

3. During reading, pause at each of the grocery lists to read the word(s) and write them on the large piece of paper. You could say: *This list says 'eggs.' Let's write the word eggs on our list. Count the letters that make up the word eggs as I write. (Hold up a finger as you write each letter, encouraging the children to count out loud.) E-G-G-S. Four letters make up the word eggs - it's a pretty short word. (Repeat for words as they appear on grocery lists throughout the book, such as milk, flour, birthday candles, silver stars, sugar hearts, buttercream roses.) Let children judge if it is a 'long' or 'short' word.*

**After Reading: Vocabulary**

Learning Objective 2: To understand and use new words representing feelings.

Target Words: frustrated, confused, satisfied

1. After reading, tell the children: *Max and Ruby worked hard to bake their grandma a cake. They had to go through a lot! Let's talk about how the characters were feeling. Open the book to the third page. You could say, Ruby told Max not to touch anything, but it looks like he dropped the eggs! Ruby might have felt a little frustrated. You feel frustrated when things don't go just how you thought they would. Guide children's use of the word by asking them about a time they felt frustrated. Let a few children share their own experiences.*

2. Continue to use the book to discuss the target words confused and satisfied. You could say: *The grocer was confused by what Max wanted. To be confused means not to understand something completely. Why do you think he was confused by Max's writing? To discuss satisfied, you could say: At the end, Max finally got his Red-Hot Marshmallow Squirters. Here he looks totally satisfied with his cake! Satisfied means to be happy with what you have or how things turned out.*

**Materials**

- Book: *Bunny Cakes*, by Rosemary Wells
- Large paper and marker
Scaffolding Strategies

Use the predicting strategy to help children think about the different roles of letters and words.

Example 1:
Teacher: When I open up our story, Bunny Cakes, I’m going to find words on the pages. What will the words be made out of?

Example 2:
Teacher: Our book today is called Bunny Cakes. Think about the words “bunny” and “cakes.” What other words might we find in a book about a bunny and a cake?

Scaffolding Examples

Example 1:
Teacher: This is the letter “B” in Bunny. Laura, is the “B” a letter or a word?

Example 2:
Teacher: We’ve written down on this list all the things Max has to buy at the grocery store. I’m going to point to some words and some letters on the list. When I point, I’m going to ask you if I am pointing to a word or a letter. Ready?
Lesson 44: Grab Bag Rhyme
Book: Bunny Cakes by Rosemary Wells

Before Reading: Phonological Awareness

Learning Objective 1: To produce words that share a rhyming pattern.

1. Place the paper so all the children can see and write the word cake in the middle of the sheet. Tell the children: Let's play a game. In this bag are things that rhyme with cake. Remember, rhyming words sound the same at the end, like bake and cake. Let's try to guess all the words in the bag. You guess and I’ll write down what you say.
2. Ask for volunteers to think of words that rhyme with cake and write down each correct response (real or nonsense word). As you write, model the rhyming pairs, as in: Alisha said bake. (Write the word bake on the large sheet.) That's right! Bake and cake rhyme! Continue this process as long as children are volunteering information. Generate a few rhymes to help the children when they are stumped.
3. Ask children to look in the bag for words that rhyme with cake. Call on children to come pull a card, say its name, and then say the word cake. Ask the children if the two words rhyme, as in: Rake-Cake. Rake rhymes with cake! Look for the chosen word on the list you made with the class. For instance: And I see the word rake on our list - we guessed it! OR, You picked brake. Brake rhymes with cake! We didn't guess that one - let's add it to our list! Continue this process for all the words in the bag.

During and After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

1. Read the story Bunny Cakes and stop periodically to discuss events relating to the book's theme of “try, try again.” Summarize the theme of the book after reading it, as in: Max tried over and over again to get his special ingredient for the cake. He kept trying and finally got the grocer to understand.
2. After reading, ask the children to think of their own experience, as in: Think of a time you had to keep trying to get something you wanted. Provide children a few moments to think of such a time. Allow a few children to share. Then say, You can use your experiences to make up stories!
3. Tell the children your own story, as in: Last year, I taught my son how to ride his bike. I would tell him to sit in the middle of the seat and hold the handle bars tight, but that was hard for him. Yet, every day he tried different ways of sitting and holding the handle bars. All his work paid off and he learned how to ride his bike in just a few weeks!
4. Now, ask three children to provide their own stories, as in: Prateek, tell me about a time you kept working and working until you succeeded at something. Repeat the story, adding details to model a story with a clear beginning, middle, and end.

Materials

- Book: Bunny Cakes, by Rosemary Wells
- AKE picture cards: cake, rake, snake, lake, brake
- Small bag or basket
- Large paper and marker

Don't forget to take a look at the Learners' Ladder for ideas about adapting the Narrative activity to diverse learners.
Scaffolding Strategies

Use the **reasoning strategy** to help children produce a personal story that has a clear beginning, middle, and end.

Example 1:
Teacher: If I want to tell a story about something that made me very, very happy, should I talk about the happy thing at the beginning or the end? How does it change the story to talk about it at the beginning? At the end?

Example 2:
Teacher: Lauren, that was a wonderful story about how you learned to ice skate. How would your ending be different if you had not been able to learn how to skate?

Scaffolding Examples

Example 1:
Teacher: To start our story about baking a cake in the classroom, it is best to talk about the very first thing we did - pick out a recipe. How should we start our cake-baking story?

Example 2:
Teacher: Before I can end my story about buying a puppy, I have to first tell about picking one out, don't I? What do I have to talk about before I can end my story about buying a puppy?

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children produce a personal story that has a clear beginning, middle, and end.
Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the difference between letters and words.

1. Hold up the book *Red Leaf, Yellow Leaf* for the children to see. Tell the children: *Our title has four words* (track each word as you say it): Red Leaf, Yellow Leaf.
2. Draw the children’s attention to the first letter of each word in the title, as in: *Each of these words begins with a large letter, or a capital letter. Look, this word (track the whole word red) begins with a capital R (point to the letter) and this word (track the word leaf) begins with a capital L (point).* Tamir, come point to the capital letter that begins this word (track the word yellow). *That’s right - you pointed to a capital Y.* Who sees another capital L in the title? (Allow another child to point to the L in the second leaf.) Here is another capital L (pointing). L begins the word leaf (track both instances of the word).
3. When reading, pause periodically to discuss how letters make up words. You could say: *Let’s look at the this tag; it says ‘Fall Delivery, Garden Center.’ How many letters are in the word Garden? That’s right!* Garden is made up of 6 letters. Continue to have children count the letters in the illustrations (e.g., on signs in the pictures). You can also examine the length of different words, allowing children to decide if the word is short or long.

After Reading: Vocabulary

Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.

Target Words: crown, fall

1. After reading, tell the children: *Sometimes words can have more than one meaning. We have to use clues in the book to figure out which meaning to think about.* Turn to the pages where the target word crown appears. *Here the book talks about how the crowns of the trees are full of leaves. This word says crown (track the word).* Crown can be something a king or queen wears on his or her head. Or it can mean the top of something, like the tops of the trees. What do you think crown means here? Why? Help the children identify the definition of crown which applies. Guide the children using the picture and text to help.
2. Repeat this for the word fall. You could say: *The word fall can mean to trip or drop to the ground.* Fall is also a season when all the leaves turn colors and it gets cold out. What do you think the word fall means here? Why?
Scaffolding Strategies

Use the **predicting strategy** to help children talk about the meaning of words and identify words that have more than one meaning.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children talk about the meaning of words and identify words that have more than one meaning.

Scaffolding Examples

Example 1:
Teacher: *Who can guess what other time of year our book will talk about? I’m thinking of a word that has two meanings, just like fall.* (Teacher is looking for the word “spring.”)

Example 2:
Teacher: *There is something on my desk, very close to my hand, that is a word with two meanings. Who can tell me?* (Teacher is looking for the word “pen.”)

Example 1:
Teacher: *Tommy, come up here and kneel by me. Let’s show everyone that the word “fall” has another meaning different from the time of year.*

Example 2:
Teacher: *Call out with me the word that can sit on a king or queen’s head, or be the very top of a tree! Crown!*
Lesson 46: Guess the Rhyming Pair!
Book: Red Leaf, Yellow Leaf by Lois Ehlert

Before Reading: Phonological Awareness

Learning Objective 1: To produce words that share a rhyming pattern.

1. Write the word red in the middle of a large piece of paper. Tell the children: Let's play a game. In this bag are things that rhyme with red. Remember, rhyming words sound the same at the end, like red and bed. Let's see if we can guess all the words in the bag that rhyme with red. You guess and I will write down what you say.

2. Ask for volunteers to think of words that rhyme with red and write down each correct response (real or nonsense word). As you write, model the rhyming pairs, as in: Lori said red. (Write the word bed on the large sheet.) That's right! Red and bed rhyme! Continue this process as long as children are volunteering information. Generate a few rhymes to help the children when they are stumped.

3. Ask for children to look in the bag for words that rhyme with red. Call on children to come pull a card, say its name, and then say the word red. Ask the children if the two words rhyme, as in: Bed-red. Bed rhymes with red! Look for the chosen word on the list you made with the class. For instance: And I see the word bed on our list - we guessed it! OR, You picked bread. Bread rhymes with red! We didn't guess that one - let's add it to our list! Continue this process for all the words in the bag.

During and After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

1. Read the story Red Leaf, Yellow Leaf and stop periodically to discuss events relating to the book's theme of “my favorite tree.” Summarize the events at the end of the reading, as in: The author loves her Maple tree and she has learned a lot about how it came to be in her yard.

2. After reading, ask the children to think of their own experience, as in: What is something you love about nature and why? Provide children a few moments to think of what they enjoy. Allow several to share. Then explain, We can use our experiences to make stories!

3. Tell the children your own story, as in: I love to plant the flowers in spring. First, we decide what to plant and then go buy seeds or bulbs. Then, we pick an early spring day and dig holes and prepare the ground for the flowers. A little while later, I have a beautiful garden of flowers. The end.

4. Now, ask three children to provide their own story, as in: Thomas, what is something you like about nature and why? Repeat the story, adding details to model a story with a clear beginning, middle, and end.

Materials

- Book: Red Leaf, Yellow Leaf, by Lois Ehlert
- ED picture cards: red, bed, head, bread
- Small bag or basket
- Large paper and marker
Scaffolding Strategies

Use the **reasoning strategy** to help children produce words that share a rhyming pattern, and/or compare words with words that do not rhyme.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify words that share a rhyming pattern.

Scaffolding Examples

Example 1:
Teacher: Tina, tell me how you knew that **red** and cat don’t rhyme?

Example 2:
Teacher: What is another word that rhymes with **red** and **bed**? Tell me why you think that it rhymes.

Example 1:
Teacher: **Red** and **bed** rhyme. Which word rhymes with **bed**?

Example 2:
Teacher: Let’s think of another word that rhymes with **bed** and **red**. “Sled” does. Sled rhymes with **bed** and **red**. Which word rhymes with **bed** and **red**?
Lesson 47: What Begins this Word?
Book: *The Very Sleepy Sloth* by Andrew Murray

### Before and During Reading: Print Knowledge

**Learning Objective 1:** To recognize the difference between letters and words.

1. Hold up the book *The Very Sleepy Sloth* for the children to see. Tell the children: *Our title has four words* (track each word as you say it): *The Very Sleepy Sloth.*
2. Draw the children's attention to the first letter of each word in the title, as in: *Each of these words begins with a large letter, or a capital letter. Look, this word (track the whole word the) begins with a capital T (point to the letter) and this word (track the word very) begins with a capital V (point).* Tamir, come point to the capital letter that begins this word (track the word sleepy). That's right - you pointed to a capital S. Who sees another capital S in the title? (Allow another child to point to the S in sloth). Here is another capital S (pointing). S begins the word sleepy (track the word sleepy as you say it) and the word sloth (track the word sloth as you say it).
3. When reading, pause periodically to discuss how letters make up words. You could say: *Let's look at the word speed on this page (tracking the word) and the word strength on this page (track the word).* Which word do you think is longer? Deb, can you come up and count how many letters make up the word speed? That's right! Speed is made up of 5 letters. Madison, come count how many letters make up the word strength. That's right - eight! Speed is made up of 5 letters and strength is made up of 8 letters. Strength is a longer word than speed!

### After Reading: Vocabulary

**Learning Objective 2:** To talk about the meaning of new words, including how words can have more than one meaning.

**Target Words:** spring, swing

1. After reading, tell the children: *Sometimes words can have more than one meaning. We have to use clues in the book to figure out which meaning to think about.* Turn to the pages where the target words (spring, swing) are in large font. *This word says spring (track the word).* Spring can mean 3 things: It can mean to jump, or it can mean a season where all the flowers come out, and it can mean a small creek or river. What do you think spring means here? Why? Help children identify the definition of spring which applies. Guide their observation using the pictures and the text.
2. Repeat this for the word swing. You could say: *The word swing can mean what you sit on when playing on a swingset or it can mean to rock back and forth.* What do you think the word swing means here?

### Materials

- **Book:** *The Very Sleepy Sloth,* by Andrew Murray
Scaffolding Strategies

Use the **predicting strategy** to help children identify different letters and words.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children recognize the difference between letters and words.

Scaffolding Examples

Example 1:
Teacher: *I'm going to peek at the next page... and I see a monkey!* What word do you think we'll see with the mmmmonkey?

Example 2:
Teacher: Our book is titled The Very Sleepy Sloth. Tell me some letters you think we're going to find on the title page.

Example 1:
Teacher: *This is the word "crash." And these are the letters c-r-a-s-h. Let's make the letters in "crash" together with our finger.*

Example 2:
Teacher: *Courtney, come on up here and point to the word spring with me. It starts with the letter 's'.*
Before Reading: Phonological Awareness

Learning Objective 1: To produce a word starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word fffan. Do you hear the first sound in fffan? What do you hear? That’s right! Fffan starts with the fff sound.

2. Tell the children: Let’s play a game. Let’s see if you can think of words that start with the same sound as your name.

3. Give every child an opportunity to say a word that starts with the same sound as his or her own name. You may have to help children identify the first sound of their names. You could say: Reid, your name starts with the rrrr sound. Tell me another word that starts with the rrrr sound. That’s right! Red and Reid share the same first sound.

4. If children have trouble, you could ask for members of the class to help, or provide hints, as in, I can think of a color that starts with the rrrr sound… it’s the color of an apple. Continue this process for each child in the class, providing support as necessary for children to think of words beginning with specific sounds.

During and After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

1. Read the story The Very Sleepy Sloth and stop periodically to discuss events relating to the book’s theme of “everyone has a special talent.” When finished, summarize the book. You could say: The animals each had something they did the best. No one thing is better or harder, it just depends on each animal’s special talent.

2. Ask the children to think of their own experience, as in: Think of something you are very good at doing. Provide children a few moments to think of their talent. Allow several children to share, and then explain: We can use our experiences to make stories!

3. Tell the children your own story, as in: When I was in school, we had to make a book as a class. I found that I really liked to think of the story and write, but I had a very hard time drawing the pictures. My friend was really good at drawing pictures, but didn’t like to write. We each used our talents to help make a wonderful book! The end.

4. Now, ask three children to provide their own story, as in: Zora, tell me about a time you used your special talent. A time you did something you were very good at doing. Repeat the story, adding details to model a story with a clear beginning, middle, and end.

Materials

- **Book:** The Very Sleepy Sloth, by Andrew Murray
Scaffolding Strategies

Use the **generalizing strategy** to help children create a personal story that extends beyond the lesson.

**Example 1:**
Teacher: Think about someone in your life who has a very special talent. In a minute, I’m going to ask you to share the story of that person’s talent and why you think it is special.

**Example 2:**
Teacher: If I could pick a very special talent to have, I would like to fly! Let’s all think for a moment about a special talent we would like to have and tell a story about it.

Use the **eliciting strategy** to help children produce a story with a clear beginning, middle, and end.

**Example 1:**
Teacher: So we have finished reading The Very Sleepy Sloth. In the beginning of the story, the sloth is sleeping in his tree while all the other animals get to work, isn’t he? Who can tell me what our sloth is doing in the very beginning of the story?

**Example 2:**
Teacher: The end of our story, The Very Sleepy Sloth, there is a surprise, isn’t there? The sloth never, ever wakes up or helps the other animals. Beth, what happens at the end of our story?
Lesson 49: Letter! Word!
Book: Clifford for President by Acton Figueroa

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the difference between letters and words.

1. Hold up the book Clifford for President for the children to see. Read the title, point to each word, and then say: Our title has three words (track each word as you say it): Clifford for President. Then, draw the children's attention to the length of the words. I see two long words and one short word in our title. Paul, can you point to the short word? That's right! This word is for (track the word). It is made up of three letters (point to each letter as you say): f-o-r. The words Clifford (track the word) and President are much longer words. They have many more letters.

2. Now, play a quick game with the children before reading the book. Tell the children: I am going to call someone's name. When I call your name, I am going to say either letter or word. If I say letter, I want you to touch a letter on the cover of this book. If I say word, I want you to touch a word on the cover. Let's try it! Allow at least five children to play this game. Help children to track an entire word when you say word versus pointing to an individual letter when you say letter to be sure they understand the two different concepts.

After Reading: Vocabulary

Learning Objective 2: To understand and use words for the names of unfamiliar actions (verbs).
Target Words: compete, pledge

1. Read the book Clifford for President. Stop to discuss each target word at least three times during reading. For example, you could say: Both the girls want their dog to be president. Now the dogs will have to compete for the job. To compete means to try to win. To discuss the word pledge you could say: The girls are making signs about their dogs. Emily Elizabeth is making a pledge that Clifford will clean up the park. A pledge is a promise to do something to help someone or make something better.

2. As you discuss key words, help the children to expand their understanding of the target words through questioning. You could say: Here the dogs are competing for a position - president. What kinds of things do you think will they do to compete? What are other times people compete? OR, here Clifford is pledging to clean up the park so he will get elected. When have you pledged to do something? Repeat each child's response, emphasizing the target word, as in: Angeline said you compete during a race - that's right!

3. After reading, allow each child to tell you why they think Clifford won the election. You could say: In this competition for president, Clifford won. Why do you think everyone voted for Clifford? Repeat their responses, emphasizing the key words, as in: Lyla thinks Clifford won because he cleaned the park. The kids believed Clifford's pledge to clean the park.

Materials

- Book: Clifford for President, by Acton Figueroa
- Large paper and marker
Scaffolding Strategies

Use the **generalizing strategy** to help children learn to understand and use words for unfamiliar actions.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children learn to understand and use words for unfamiliar actions.

Scaffolding Examples

Example 1:
Teacher: *Michael, tell the class about the time you **competed** in a swimming meet.*

Example 2:
Teacher: *I want everyone to share something that they would like to **pledge** to the class.*

Example 1:
Teacher: *Tonya, come on up here and let's **compete** to see who can pick up the most picture cards.*

Example 2:
Teacher: *Let's make a sign like Emily Elizabeth did and **pledge** that we'll clean up our classroom. Who would like to help me write it?*
Lesson 50: Match the Sound in Your Name
Book: Clifford for President by Acton Figueroa

Before Reading: Phonological Awareness

Learning Objective 1: To produce a word starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word \textit{ffffan}. Do you hear the first sound in \textit{ffffan}? What do you hear? That’s right! \textit{Fffan} starts with the \textit{fff} sound.

2. Tell the children: Let’s play a game. Let’s see if you can think of words that start with the same sound as your name.

3. Give every child an opportunity to say a word that starts with the same sound as his or her own name. You may have to help children identify the first sound of their names. You could say: Reid, your name starts with the \textit{rrrr} sound. Tell me another word that starts with the \textit{rrrr} sound. That’s right! \textit{Red} and \textit{Reid} share the same first sound.

4. If children have trouble, you could ask for members of the class to help, or provide hints as in, I can think of a color that starts with the \textit{rrrr} sound… it’s the color of an apple. Continue this process for each child in the class, providing support as necessary for children to think of words beginning with specific sounds.

During and After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a clear beginning, middle, and end.

1. Read the story \textit{Clifford for President} and stop periodically to discuss events which take place in an election. You could say: Jetta and Emily Elizabeth nominated Mac and Clifford for president. Now they are busy trying to get people to vote for them.

2. After reading, ask the children to think of all the things that the characters did during the election, as in: What were some things Emily Elizabeth and Jetta did to get their dogs elected? Repeat and expand their answers, as in: That’s right! They made promises. Emily Elizabeth promised Clifford would clean the park!

3. Tell the children they are going to make up their own story about an election. You could say, Let’s pretend you were going to run for class president. How would you try to win the election? Give the children a few moments to think about what they would do.

4. Provide your own narrative, as in: If I were going to run for president, I would first ask all my friends to help me. Then, we would make signs and buttons. Next I would talk to everyone in the school about why I would be a good president. Finally, I would ask everyone to vote for me.

5. Now, ask three children to provide their own story, as in: Zora, tell me a story about how you would win an election for president. What would you do to win? Repeat their ideas, adding details to model a story with a clear \textbf{beginning}, \textbf{middle}, and \textbf{end}.

Materials

- Book: \textit{Clifford for President}, by Acton Figueroa
Scaffolding Strategies

Use the reasoning strategy to help children produce words starting with a specific first sound.

Scaffolding Examples

Example 1:
Teacher: Fffox, ffffan, mmmuffin, and ffffull. Andy, tell us which word is different and tell us why.

Example 2:
Teacher: Sssit, sssink, sssoup. What is another word I can add? Why did you pick that word?

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the reducing choices strategy to help children produce a word starting with a specific first sound.

Example 1:
Teacher: Mmmark, does your name start with the same sound as Ssstewart or Mmmmary?

Example 2:
Teacher: Ttttoe, tttop, and mmmop. Which word has the same first sound as tttoe, tttop or mmmop? Which of these words have the same first sound?
Lesson 51: Short or Long?
Book: A Color of His Own by Leo Lionni

Before Reading: Print Knowledge

Learning Objective 1: To recognize the difference between letters and words.

1. Hold up the book A Color of His Own for the children to see. Read the title, point to each word, and then say: Our title has five words (track each word as you say it): A Color of His Own. Then, draw the children’s attention to the length of the words, as in: Most of the words in the title are short! Ginny, point to a word in the title you think is short. (Help child run finger under the entire word.) Ginny pointed to the word of. The word of (track the word) has 2 letters: O-F (point to each letter as you say it). Repeat this process for 2 more children, allowing each to select a word for discussion.

2. Now, play a quick game with the children before reading the book. Tell the children: I am going to call someone’s name. When I call your name, I am going to say either letter or word. If I say letter, I want you to touch a letter on the cover of this book. If I say word, I want you to touch a word on the cover. Let’s try it! Allow at least five children to play this game. Help children to track an entire word when you say word versus pointing to an individual letter when you say letter to be sure they understand the two different concepts.

During and After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

Target Word: unique

1. Read the book A Color of His Own. Stop to discuss the target word at least three times during reading. For example, you could say: The animals each have a unique color. Unique is something that makes you special. Something that makes you who you are. Here elephants are gray, which makes them unique when compared to other animals.

2. Discuss this key word throughout the book, and allow each child to tell you what they think is unique about the animal you are discussing. You could say: The chameleon didn’t have his own color. But what do you think makes him unique? Repeat each child’s response, emphasizing the target word, as in: Cora said, ‘Changing color is how the chameleon is different from other animals. Changing colors makes him unique.’

3. After reading, allow each child to tell you something that is unique about him or herself. You could say: What is something unique about how you look or what you can do? As needed, model an answer for them, as in: My eyes are a very dark brown. I think my eyes make me unique because they are so dark. Repeat children’s responses, emphasizing the key word, as in: Sandra always wears her hair in braids. Her braids are something unique about her.

Materials

• Book: A Color of His Own, by Leo Lionni
## Scaffolding Strategies

Use the **generalizing strategy** to help children recognize the difference between letters and words.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children recognize the difference between letters and words.

## Scaffolding Examples

Example 1:
Teacher: *Henry, come on up here and point to the letter in the title that is the same as in your first name.*

Example 2:
Teacher: *The title of our book is A Color of His Own. Look at this word “color.” When do we talk about “color” at school?*

Example 1:
Teacher: *Marlena, help me pick out one word that is on this page.*

Example 2:
Teacher: *Cole, come up here with me and we’ll play the letter-word game again. I’m going to help you. When I say letter, we’ll point to just one letter. When I say word, we’ll point to a whole word.*
Week 26

Lesson 52: Let’s Write a Story!

Book: A Color of His Own by Leo Lionni

Before Reading: Phonological Awareness

Learning Objective 1: To produce a word starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word **fffan**. Do you hear the first sound in **fffan**? What do you hear? That’s right! **Ffffan** starts with the **ff** sound.

2. Tell the children: Let’s play a game. I will draw a name from this bag. Let’s see if we can think of words that start with the same sound as the name I draw.

3. Pick a name and allow children to say a word that starts with the same sound as the name you drew. You may have to help children identify the first sound in the name. You could say: I picked the name Jordan. Jordan starts with the **jjj** sound. Who can think of another word that starts with the **jjj** sound?

4. If children have trouble, you could provide hints, such as: I can think of something you do on the playground that starts with the **jjj** sound - you do this on a trampoline.

Continue this process, picking 5-6 names from the bag, and ensuring that each child gets a chance to participate during the activity, giving support as needed.

During and After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. Read the storybook A Color of His Own to the children. Then tell them, It’s time to make our own story! Tell the children that they are going to help you write a story about a dog named Buster. At the top of a large sheet of paper, write the title of the story: “Buster’s Good Day.” Say to the children, We are going to write a story about a really good day that Buster had. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.

2. Write the first lines of the story for the children on the paper: Once upon a time there was a dog named Buster. And he had a very good day. First…

3. Ask the children what happened first on Buster’s very good day. Encourage them to add details to their answers. For instance, to the children’s contribution of “Buster ate his breakfast,” you could say: That’s a great first thing to happen. Let’s see if we can add some details… Buster ate his breakfast, but what did he eat? Was he messy or neat? Write the first part of the story, capturing this expanded discussion.

4. Continue to identify the second and third things that happened on Buster’s very good day until the story is complete. Write “The End” to close the story. Read the story with the children, pointing to each word so they can follow along.

Materials

- Book: A Color of His Own, by Leo Lionni
- Name Cards
- Small bag or basket
- Large paper and marker

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Narrative activity to diverse learners.
Scaffolding Strategies

Use the **reasoning strategy** to help children explain why certain feelings, ideas, or experiences are important to them, and to incorporate these into a single story that is precise.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children share feelings, ideas, and experiences in a single story that is precise.

Scaffolding Examples

Example 1:
Teacher: We all have feelings, just like the chameleon in our story. At first he is sad, but then he is happy when he finds a friend who changes colors like he does. Think about a time when you were happy. I'm going to ask you to share your story with the group. Remember to tell us why you were happy.

Example 2:
Teacher: Let's make up a story about a little girl named Mallory. We'll first talk about how we think Mallory should feel in our story, and why she feels that way.

Example 1:
Teacher: Let's write a story about our trip to the zoo. Where should we start, with the bus ride or when we bought tickets to go inside?

Example 2:
Teacher: Cathy, let's write a story about when you went swimming at the lake. What did you and your family do first - before you even got to the lake? Did you put your bathing suit on or did you take it with you?
Lesson 53: Are You Reading?
Book: Bunny Cakes by Rosemary Wells

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize some common sight words, including environmental print.

1. Show the children the cover of the book Bunny Cakes. Ask one child to come up and show you the title of the book. You could say: We have seen this book before. Does anyone remember its name? Show me the title of the book, the name of our book.

2. Read the title and point to each word as you say it: The title of our book is called ‘Bunny Cakes.’ Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child’s contribution.

3. Read the book Bunny Cakes. During reading, pause at each of the grocery lists after having read the text on the page. Ask children if they can ‘read’ what is on the list, as in: It looks like Max broke the eggs. Look, here is a grocery list that his sister Ruby must have written. It has one word on it (track the word eggs). Jacob, can you guess what this word is? If children have trouble, you could ask for members of the class to help, or provide hints as in: He broke the eggs. What do you think his sister needs him to get more of at the store? That’s right—eggs! And here on the grocery list is the word eggs.

After Reading: Vocabulary

Learning Objective 2: To understand and use new words which describe things or actions (adjectives or adverbs).

1. At the top of the large paper, write the phrase “Ruby’s Cake.” Half way down the page, write the phrase “Max’s Cake.” Tell the children: Ruby and Max both wanted to make a cake for their grandmother’s birthday. But they each made very different kinds of cakes! Let’s see if we can describe each of their cakes. I will write down what you say.

2. Open the book so children can see pictures of the two cakes, and use the pictures to help them think of adjectives describing the cakes. You could say: Take a look at the cakes. What do they look like? What do you think they taste like? Help children to make their answers as specific as possible, as in: Julie said Ruby’s cake looks like it tastes good. I will write ‘tastes good’ on our list. What do you think the frosting tastes like? Is it sweet? Is it very sweet or a little bit sweet?

3. As children describe the cakes, record what they say on the paper. Reinforce their answers by repeating what they say. Model the use of many adjectives in a sentence, as in: Leonard says Max’s cake looks chewy. Let me add the word chewy to our list. So far, we think that Max has made a green and brown, slimy, chewy cake!
Scaffolding Strategies

Use the **predicting strategy** to help children understand and use new words describing things or actions.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **elicitng strategy** to help children understand and use new words describing things or actions.

Scaffolding Examples

**Example 1:**
Teacher: *How do you think Ruby and Max’s grandmother is going to feel when she gets two cakes from them?*

**Example 2:**
Teacher: *Max and Dana, come up and draw the grandmother’s face the way you think it will look when she sees her cakes. After you do, describe your drawing to us.*

**Example 1:**
Teacher: *I bet Max’s sister looked very upset when he broke the eggs. How did Max’s sister look when he broke the eggs?*

**Example 2:**
Teacher: *This is a short grocery list because it only has one word on it. Peter, is this grocery list short or long?*
Before Reading: Phonological Awareness

Learning Objective 1: To produce a word starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word fffan. Do you hear the first sound in fffan? That’s right! Fffan starts with the fff sound.

2. Place all the picture cards for this activity into a bag. Tell the children: Let’s play a game. I will draw a picture card from this bag. Let’s see if we can think of words that start with the same sound as the picture that I draw. Pick a card and ask children to say a word that starts with the same sound as the card you drew. You may have to help children identify the first sound of the picture. You could say: I picked the word ssssun…. Ssssun starts with the sss sound. Who can think of another word that starts with the sss sound? Allow 3 to 4 children to provide a word that begins with the same sound as the picture.

3. Now, allow children to come up and draw pictures out of the bag. Ask them to say words starting with the same sounds as the words they selected. If children have trouble, you could provide hints to help them.

During and After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. Read the book Bunny Cakes, highlighting specific details of the story. After the story is read, tell the children that they are going to write their own story. Tell the children that they are going to help you write another story about the dog named Buster. At the top of a large sheet of paper, write the title of the story: “Buster Solves His Problem.”

2. Say to the children, Remember the dog Buster? We wrote last week about the good day Buster had. Today, Buster has a problem - Buster lost his bone! We are going to write a story about how Buster found his bone. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.

3. Write the first lines of the story for the children on the paper: Once upon a time there was a dog named Buster. Buster had a problem. He lost his bone! Buster decided to go and look for it. First… Ask the children what happened first as Buster tries to solve his problem. Write their response, but add details to model a story that is rich in detail. For instance, to the children’s contribution of “Buster asked the other dogs,” you could say: That’s a great first thing to happen. Let’s write this into our story. “Buster asked the other dogs.” Which dogs did he ask? He asked the dog next door and the dog…?. What did the other dogs say?

4. Continue to identify the second and third things that Buster did, until the story is complete. Write “The End” to close the story and read it to the children.

Materials

- Book: Bunny Cakes, by Rosemary Wells
- Small bag or basket
- /s/ picture cards: sit, sun, soap
- /w/ picture cards: wash, worm, one
- /f/ picture cards: fan, five, phone
- /m/ picture cards: mess, mouse, moon
Read It Again! Learners’ Ladder
Lesson 54: Phonological Awareness

Scaffolding Strategies

Use the **generalizing strategy** to help children produce and compare several words that start with a specific first sound.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children produce a word starting with a specific first sound.

Scaffolding Examples

Example 1:
Teacher: *Nancy, your name starts with the ‘nnnn’ sound. Is that the same sound that Sam’s name starts with?*

Example 2:
Teacher: *Jason, how many things do you see in our classroom that begin with the ‘dddd’ sound?*

Example 1:
Teacher: *The word sun starts with the ‘ssss’ sound. Cecilia, what word starts with the ‘ssss’ sound?*

Example 2:
Teacher: *Ashton, the word mouse starts with the ‘mmmm’ sound. Which word starts with the ‘mmmm’ sound?*
Lesson 55: Leaves and Trees
Book: Red Leaf Yellow Leaf by Lois Ehlert

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize some common sight words, including environmental print.

1. Show the children the cover of the book Red Leaf, Yellow Leaf. You could say: We have seen this book before. Does anyone remember its name? Help me read the words. Point to each word in the title as you read: Red – Leaf – Yellow – Leaf.
2. Tell the children: In our title we see the word Leaf two times. We see it here (point to the first instance, tracking the word) and here (point to the second instance, tracking the word). Thomas, come show me the word leaf in our title.
3. Read the book Red Leaf, Yellow Leaf. During reading, pause 5 or 6 times after passages in which the words leaf or tree appear to point out the word. You could say: Look at this word. Angel, do you remember what this word is? We saw this word two times in our title. That's right - leaf! This word says leaf. I also see the word leaf right here (track the word in the picture). OR, after reading: “My tree was loaded onto a truck…” you could say: This word says ‘tree.’ (pointing to the word). I see the word tree two more times on this page. - Here it says trees (pointing) and here in the picture it says ‘We Love (pause).’ What do you think this word is (pointing to the word trees in the picture)? That’s right! Trees. It says ‘We Love Trees.’

After Reading: Vocabulary

Learning Objective 2: To understand and use words for the names of unfamiliar objects (nouns).
Target Words: roots, sprouts

1. Place the large paper so all the children can see it. At the top, write the phrase: “Words About Trees.” Tell the children: Let’s talk about some of the new words we heard. Let’s talk about the words roots and sprouts. Write each word on the large piece of paper.
2. Ask children to tell you what each word means, and help them discuss the words. You could say, Our first word is roots. What are roots? As children provide answers, record what they say next to the word roots on the large piece of paper. Do the same for the word sprouts.
3. To expand on the children’s definition, or to provide support if children do not know the answer, look back through the book and model a definition of each word. You could say: Roots are the part of the tree in the ground. Roots help a tree get water and food. Look at the picture, how would you describe the roots? What do they look like? To discuss sprouts, you could say: Workers collected and tended the tree sprouts. Sprouts are the beginning of trees. What did they do to help the sprouts grow?
Scaffolding Strategies

Use the reasoning strategy to help children recognize several common sight words, including environmental print.

Scaffolding Examples

Example 1:
Teacher: Thomas, you knew that this word leaf was the same as this word leaf. How did you know that?

Example 2:
Teacher: CJ, you knew that this says STOP. I bet you’ve seen this kind of sign a lot. How did you know it says STOP?

For children for whom the lesson seems just right, you can use the lesson plan as written!

Use the co-participation strategy to help children recognize some common sight words, including environmental print.

Example 1:
Teacher: This word is leaf and this word is leaf. William, come on up here and help me point to the two words that say leaf.

Example 2:
Teacher: This word is tree and this word is tree. When I point to the word tree, everyone say it with me.
Lesson 56: What’s Your Story?
Book: Red Leaf, Yellow Leaf by Lois Ehlert

Before Reading: Phonological Awareness

Learning Objective 1: To produce a word starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word \textit{fffan}. Do you hear the first sound in \textit{fffan}? What do you hear? That’s right! \textit{fffan} starts with the \textit{ff} sound.

2. Place all the cards for this activity in a bag. Tell the children: Let’s play a game. I will pick a picture from this bag. Let’s see if we can think of words that start with the same sound as the picture that I pull out. Pick a card and allow children to say a word that starts with the same sound as the card you drew. You may have to help children identify the first sound in the card. You could say: I picked the word \textit{sssun}… \textit{ssun} starts with the \textit{ss} sound. Who can think of another word that starts with \textit{ss}? Allow 3 children to provide a word that begins with the same sound as the picture you drew.

3. Then, allow 5 or 6 children to pull cards out of the bag. Help them to identify a word that starts with the same first sound as the words they selected.

During and After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. Read the book \textit{Red Leaf, Yellow Leaf}, highlighting specific details of the story. Then tell the children that they are going to make their own story. At the top of a large sheet of paper, write the title of the story: “Buster’s Favorite Tree.” Say to the children, Remember the dog Buster? We wrote stories about Buster before. Today, we will write a story about Buster’s favorite tree. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.

2. Write the first lines of the story for the children on the paper: Our favorite dog \textit{Buster had a favorite tree}. \textit{Buster remembers when the tree was first planted}. First… Ask the children what happened \textit{first} as Buster’s tree grew. Write their response, but add details to model a story that is rich in detail. For instance, to the children’s contribution of “The little sprout went into the ground,” you could say: That’s a great first thing to happen. Let’s write this into our story. They dug a hole to plant the tree. Who planted it? How did they dig the hole?

3. Continue to identify the \textit{second} and \textit{third} things that happened, following the process just described, until the story is complete. Write “The End” to close the story. Read the story with the children pointing to each word so they can follow along.

Materials

- Book: Red Leaf, Yellow Leaf, by Lois Ehlert
- Small bag or basket
- /s/ picture cards: sit, sun, soap
- /w/ picture cards: wash, worm, one
- /f/ picture cards: fan, five, phone
- /m/ picture cards: mess, mouse, moon
- Large paper and marker
**Scaffolding Strategies**

Use the **predicting strategy** to help children share feelings, ideas, or experiences in a single story that is precise.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children share feelings, ideas, or experiences in a single story that is precise.

**Scaffolding Examples**

Example 1:
Teacher: Olivia, tell us a story about how you think you would feel if Timothy gave you his favorite toy to keep.

Example 2:
Teacher: What would happen if a funny clown walked into our classroom right now? Who wants to tell us a story about what would happen?

Example 1:
Teacher: Okay Lydia, tell a story about the time you went on a bike ride with your brother. Where should we start?

Example 2:
Teacher: Tina, were you upset or were you happy when David pulled your hair? Tell us a story about that time. Don’t forget to tell us what happened first.
Lesson 57: Guess the Word  
Book: The Very Sleepy Sloth by Andrew Murray

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize some common sight words, including environmental print.

1. Show the children the cover of the book The Very Sleepy Sloth. You could say: We have seen this book before. Does anyone remember its name? Help me read the words. Point to each word, encouraging children's participation by reading the words slowly and pausing between each word: The – Very – Sleepy – Sloth.

2. Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child’s contribution.

3. Read the book The Very Sleepy Sloth. During reading, pause at the words in bold font and ask for children to help you read them. Provide support by first reading the text, as in: (reading) “Cheetah was on the treadmill working on his speed” (point to the word speed). Garret, what do you think this word says? Remember - what was cheetah working on? That's right! His speed. This word says speed. For some words, you may add to the text in order to support children's recognition of the words, as in: (reading) “So Cheetah climbed the high bars and swung right into…elephant.” Cheetah yelled ‘Eeeek.’ Timothy, what do you think this says? What did the cheetah say when he ran into Elephant? Continue this process for all words in bold throughout the book.

After Reading: Vocabulary

Learning Objective 2: To understand and use new words representing spatial concepts.

Target Words: under, into, over, across, above

1. Place the large paper so all the children can see it. At the top, write the phrase: “What Happened to the Animals.” Tell the children that you want them to tell you what happened when the animals tried to do another animal’s favorite thing. You could say: Those animals got into a bit of trouble when they tried to do each other’s favorite activity. Let’s see if we can remember what happened. You describe what happened to each one, and I’ll write down what you say.

2. Show the pictures in the book to help children talk about the trouble the animals got into.

3. Allow the children to dictate what you write, but extend their answers to include the prepositions under, into, over, across, and above, as in: Laura said Cheetah crashed. That’s right! Cheetah flew across the jungle and crashed into Elephant!

4. After recording all the children’s responses, re-read your list and then have the children repeat it.

Materials

- Book: The Very Sleepy Sloth, by Andrew Murray
- Large paper and marker

Don't forget to take a look at the Learners' Ladder for ideas about adapting the Vocabulary activity to diverse learners.
Scaffolding Strategies

Use the **generalizing strategy** to help children understand, use, and compare new words representing spatial concepts.

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**Scaffolding Examples**

Example 1:
Teacher: *Rachel, when you go swimming with your goggles on, where do you go in the water? Do you go **above** the water?*

Example 2:
Teacher: *This word is **above**. Timothy, you told us that you sleep on the bottom bunk. Does that mean you sleep **above** your brother?*

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For children for whom the lesson seems **just right**, you can use the lesson plan as written!

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Use the **eliciting strategy** to help children to understand and use new words representing spatial concepts.

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**Scaffolding Examples**

Example 1:
Teacher: *I'm putting my hands **over** my head right now, like we sometimes do when we play Simon Says. Where are my hands?*

Example 2:
Teacher: *When I cross a bridge, I have to walk **over** it. How do I cross a bridge?*
Lesson 58: Catch the Sound When I Read
Book: *The Very Sleepy Sloth* by Andrew Murray

Before and During Reading: Phonological Awareness

**Learning Objective 1:** To produce a word starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: *Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word *mmman*. Do you hear the first sound in *mmman*? What do you hear? That's right! *Mmman* starts with the *mmm* sound.

2. Write the words *silly* and *sloth* in the middle of a large piece of paper. Tell the children: *This word says *silly*. This word says *sloth*. They both start with *ssss*. What are some other words that start with the same sound as *silly* and *sloth*? You may have to help children identify some words. You could say: *I hear the *ssss* sound at the beginning of the word *silly*... *sssun* starts with *ssss* too.

3. Write down each correct response (real or nonsense words). As you write, model the pairs, as in: *Ana said *sit*. That's right! *Sit* and *silly* start with the same sound.

4. Tell the children: *Let's play a game. When I read, you listen for words that start with the same sound as *silly* and *sloth*. You tell me when you hear *ssss* words and I will add them to our list. Read the book *The Very Sleepy Sloth* and pause periodically to point out or discuss words starting with *ssss*.

After Reading: Narrative

**Learning Objective 2:** To share feelings, ideas, or experiences in a single story that is precise.

1. At the top of a large sheet of paper, write the title of the story: “Buster Learns New Tricks.” Say to the children, *We have another Buster story to write! Today, we will write a story about some tricks that Buster has learned. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.

2. Write the first line of the story for the children on the paper: *Last weekend, Buster went to dog school and learned so many new tricks! First...*

3. Ask the children what happened first at dog school. Write their response, but add details to model a story that is rich in detail. For instance, to the children’s contribution of “Buster learned to roll over,” you could say: *That's a great first thing to happen. Let’s write this into our story. “Buster learned to roll over.” Who helped him learn? Was it easy or hard? Why?*

4. Continue to identify the second and third things that happened, following the process just described, until the story is complete. Write ‘“The End” to close the story. Read the story with the children pointing to each word so they can follow along.

Materials

- **Book:** *The Very Sleepy Sloth*, by Andrew Murray
- **Large paper or whiteboard and marker**

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Phonological Awareness activity to diverse learners.
Scaffolding Strategies

Use the **reasoning strategy** to help children produce several words starting with a specific first sound.

Example 1:
Teacher: I wrote sloth, silly, and stop on this list. Who can tell me why my next word is going to be sock?

Example 2:
Teacher: Pop, pig, pet, and peek are all on the same list. Andrew, why will I start a new list for the word man?

Scaffolding Examples

Example 1:
Teacher: Listen to the first sound in this word. Ssslo... Repeat that word with me, making a nice long ’ssss’ sound.

Example 2:
Teacher: Patrick, hold my hand and let’s walk around the room and point to things that start with the ’mmmm’ sound.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children produce words starting with a specific first sound.
Lesson 59: You Can Read It!
Book: Clifford for President by Acton Figueroa

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize some common sight words, including environmental print.

1. Show the children the cover of the book Clifford for President. You could say: We have seen this book before. Does anyone remember its name? Help me read the words. Point to each word, encouraging children's participation by reading the words slowly and pausing between each word: Clifford – for – President.

2. Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child's contribution.

3. Read the book Clifford for President. During reading, draw children's attention to the word Clifford in the text and in the illustrations, as in: (reading): "Emily Elizabeth's poster read: 'Clifford for President. He will clean up the park!'" (Now point to the illustration.) Here is Emily Elizabeth's poster. Let's read it together. (Read chorally.) "Clifford for President. He will clean up the park!" Audrey, look at the first word in the poster. What do you think it says? Clifford - that's right! Pause 5-6 times during reading to help children 'read' key words, like Clifford, President, and Mac, following this same process.

After Reading: Vocabulary

Learning Objective 2: To understand and use words representing thinking processes.

Target Words: nominate, vote

1. After reading, tell the children: Let's talk about some of the new words we heard in this book. Let's talk about the words nominate and vote. Ask children to tell you what each word means, and help them produce good definitions.

2. Look back through the book and model a definition of nominate for the children. You could say: Clifford and Mac were two dogs who were nominated to run for president. To nominate means to say who you think might be the best person for a job. Everyone who is nominated has a chance to get the job. Use guided questions to expand children's understanding, as in: How did the dogs get nominated? What happened after they were nominated? Use the book to help children discuss these definitions.

3. Repeat this process for the word vote, as in: The book says Charley told everyone when it was time to vote. To vote means to choose who you think will do a job the best. How did everyone vote?

Materials

- Book: Clifford for President, by Acton Figueroa
Scaffolding Strategies

Use the **generalizing strategy** to recognize several common sight words, including environmental print.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to recognize some common sight words, including environmental print.

Scaffolding Examples

Example 1:
Teacher: I have written several words we see all the time in school, at the library, and on the board. Who can tell me if they know any of these words?

Example 2:
Teacher: Sam, you have a dog at home, right? Do you think you can find that word on this page?

Example 1:
Teacher: Davy, walk around the classroom with me and point to different words we find. If you know what the word says, go ahead and call it out with me.

Example 2:
Teacher: Patrick, come up and help me find the word **President**. It’s in a couple of places on this page, remember?
Lesson 60: The End  
Book: *Clifford for President* by Acton Figueroa

**Before and During Reading: Phonological Awareness**

**Learning Objective 1:** To produce a word starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: *Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word mmman. Do you hear the first sound in mmman? What do you hear? That’s right! Mmman starts with the mmm sound.*
2. Write the word *park* in the middle of a large piece of paper. Tell the children: *This word says pppark. What are some words that start with the same sound as pppark?* You may have to help children identify the first sound in the card. You could say: *I hear the pppp sound at the beginning of the word park… pppen starts with pppp, too.*
3. Write down each correct response (real or nonsense words). As you write, model the pairs, as in: *Ana said pen. That’s right! Pen and park start with the same sound.*
4. Tell the children: *Let’s play a game. When I read, you listen for words that start with the same sound as pppark. You tell me when you hear pppp words and I will add them to our list. Read the book Clifford for President, and pause periodically to point out words starting with the sound ppp.*

**After Reading: Narrative**

**Learning Objective 2:** To share feelings, ideas, or experiences in a single story that is precise.

1. At the top of a large sheet of paper, write the title of the story: “Buster Helps Out.” Say to the children, *We have another Buster story to write! Today, we will write a story about how Buster helps everyone in his neighborhood. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.*
2. Write the first lines of the story for the children on the paper: *Buster is a big help to all the neighbors. Every week he lends a hand to people as they are doing their chores. First…*
3. Ask the children what Buster does first. Write their response, but add details to model a story that is rich in detail. For instance, to the children’s contribution of “Buster brings in the newspaper” you could say: *That’s a great first thing to happen. Let’s write this into our story. “Buster brings in the newspaper.” Whose newspaper does he get? Where does he leave it? Does he ever get slobber on the newspaper? Does he get a treat when he does this?*
4. Continue to identify the second and third things that happened, following the process just described, until the story is complete. Write “The End” to close the story. Read the story with the children pointing to each word so they can follow along.

**Materials**

- **Book:** *Clifford for President*, by Acton Figueroa
- **Large paper and marker**
Scaffolding Strategies

Use the **predicting strategy** to help children share feelings, ideas, or experiences in a single story that is precise.

**Scaffolding Examples**

Example 1:
Teacher: *We are going to the zoo next week. Kayla, tell us a story about what you think we might see at the zoo.*

Example 2:
Teacher: *Gina, you just got a new baby brother. Tell us about how you felt when you met your brother for the first time.*

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children share feelings, ideas, or experiences in a single story that is precise.

**Example 1:**
Teacher: *Let's think about the story we wrote about Buster. What is the first thing that Buster does to help people? Does he bring in the newspaper, or does he get everyone's slippers?*

**Example 2:**
Teacher: *How would you all like to end our story? Should Buster take a nap or go for a nice swim?*