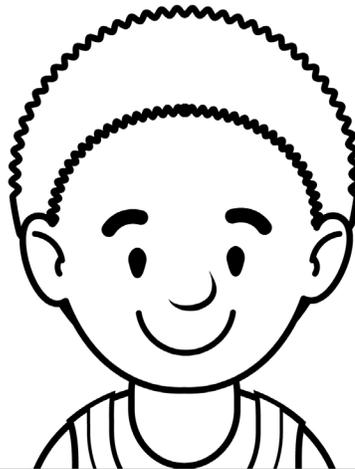




Read It Again-PreK!

A Preschool Curriculum Supplement to Promote
Language and Literacy Foundations



Laura M. Justice
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Important Notices

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Professional Development

Materials for the professional development of users of this tool are available to school administrators and general and special education professionals for local use. Districts and public/private organizations may use these for training purposes only. These may not be modified, transmitted, or reproduced without expressed written permission from the authors.

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Introduction

Read It Again-PreK! is a curricular supplement designed to develop and strengthen young children's early foundations in language and literacy. *Read It Again-PreK!* provides a systematic, explicit, and flexible approach to building children's skills in four key areas of language and literacy: vocabulary, narrative, phonological awareness, and print knowledge. *Read It Again-PreK!* is a free resource available to early childhood educators and allied professionals who want to bring recent research findings regarding the importance of explicit and systematic language and literacy instruction into their classrooms or clinics. Its design features 60 lessons, each approximately 20-30 minutes in duration, to be implemented over 30 weeks of instruction. The lessons can be delivered at any time of the day and on any day of the week, and can be modified to meet the needs of both struggling and advanced learners. Therefore, for the typical early childhood educator, *Read It Again-PreK!* involves implementing only two brief lessons per week in the classroom, either to the entire class or during small-group instruction. This design feature makes *Read It Again-PreK!* amenable to a wide range of teaching approaches, program configurations, and curricular frameworks. This is important as *Read It Again-PreK!* is designed to supplement - not to replace - an educator's usual methods of instruction or curricular choices. *Read It Again-PreK!* is a supplemental resource for fostering children's skills in highly important areas of language and literacy development.

There are four active ingredients that make *Read It Again-PreK!* an effective classroom tool for educators and their pupils. These active ingredients are:

- 1. Easy to use:** We have designed the *Read It Again-PreK!* lessons and activities to be easily implemented by educators. The activities are presented in straightforward language with a clear sequence for instruction. Each lesson includes measurable learning objectives, an explicit description of activities for implementation, and suggestions for language the educator may use in delivering the activities. In most cases, any additional materials needed for implementation are included. Although educators can certainly adapt the suggested language of the *Read It Again-PreK!* activities to fit their own teaching style, the explicit instructions and model lessons make *Read It Again-PreK!* easy to implement in any classroom! [4]
 - 2. Repeated use of storybooks:** A key feature of *Read It Again-PreK!* is the repeated use of children's storybooks as a way to enhance children's language and literacy development. In *Read It Again-PreK!*, each lesson uses a storybook as a way of organizing lessons and building children's vocabulary, narrative, phonological awareness and print knowledge while exposing them to high-quality literature. Given the importance of repeated use of storybooks to children's learning, *Read It Again-PreK!* recycles use of a relatively small set of titles that are commercially available for purchase.
 - 3. Repetition of key concepts:** Young children, particularly those for whom learning does not come easily, benefit from multiple opportunities to learn new concepts. Repetition of key concepts is an important ingredient of *Read It Again-PreK!* For instance, in teaching children the concept of rhyme, educators model this concept and engage children in rhyme-focused activities over a six-week period. Although some children may develop an awareness of rhyme relatively early in the six-week period of rhyme instruction, other children will not, and thus require the sustained and structured attention to rhyme provided in *Read It Again-PreK!* Even for those children who grasp the rhyme concept early (say, after the second week of instruction), their awareness of rhyme will continue to grow and strengthen with repeated opportunities to apply this concept. These children can also serve as important peer models to those children who are developing the rhyme concept more slowly. Repetition of key concepts is an inherent and critical aspect of *Read It Again-PreK!*, and all children will benefit from multiple opportunities to learn and apply their developing language and literacy abilities.
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4. Differentiated instruction: Each lesson is accompanied by an important tool—the Learner’s Ladder— for differentiating instruction to meet the needs of all children in a classroom. Learners’ Ladders provide teachers with specific scaffolding strategies to use with children who find a given lesson either too easy or too difficult. When a lesson is too easy for a child, strategies are offered that promote children’s higher-order understandings about the lesson and help them generalize their learning beyond the lesson itself. When a lesson is too hard, strategies are provided that encourage children to successfully participate in activities and move gradually toward independence over time.

Scope of Instruction

Read It Again-PreK! is designed to systematically build children’s language and literacy abilities in four areas. The scope of instruction encompasses:

- **Vocabulary**
- **Narrative**
- **Phonological awareness**
- **Print knowledge**

[5] These four areas of early language and literacy together form a foundation upon which the child will later build academic proficiency. The preschool period is an active period of growth in all areas! Furthermore, early difficulties in any one of these areas can undermine this early foundation and set the stage for a host of ongoing challenges that become more difficult to remediate over time.

Vocabulary describes children’s receptive and expressive repertoire of words. By four years of age, children should have a receptive repertoire of nearly 3,000 words and an expressive repertoire of nearly 2,000 words. These words include all major word classes (nouns, verbs, prepositions, adverbs, adjectives, etc). The size of a preschooler’s vocabulary is directly linked to later skills in reading comprehension. Preschool vocabulary development occurs much more slowly for children raised with one or more risk factors (corresponding to nearly one-half of all American children); early gaps grow bigger over time if they are not remediated.

Narrative describes children’s ability to understand and produce extended discourse that describes real or fictional events occurring in the past, the present, or the future. Narratives require the full integration of all aspects of language ability, including grammar, word morphology, pragmatic knowledge, and vocabulary. For children exhibiting one or more risk factors known to affect language, narrative competence emerges more slowly than with more advantaged children. Narrative competence is required in kindergarten as children are expected to engage in extended discourse – to relate events, to share thoughts, and to listen to and comprehend various nonfictional and fictional genre. Children’s early narrative abilities predict their later ability in reading comprehension, and provide a general index of children’s overall language ability.

Phonological awareness describes children’s sensitivities to the phonological – or sound – structure of language. Spoken language is made up of a series of discrete phonological units, including syllables and phonemes. During the preschool years, children gradually become sensitive to these various sound units through both incidental and instructional activities. Children who enter kindergarten with better-developed phonological

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awareness make greater gains in early reading instruction – including phonics instruction – than children who enter kindergarten with poor phonological awareness. Moreover, children who enter kindergarten with an initial foundation of phonological awareness are more prepared to gain insight into the sound structure of words at the phonemic level (i.e., blending and segmenting sounds), an achievement critical to later acquisition of decoding and spelling skills. Children’s preschool phonological awareness is one of the best predictors of whether a child will progress as a reader in the elementary grades or whether the child will struggle.

Print knowledge describes children’s interest in print, knowledge of the names and distinctive features of various print units (e.g., alphabet letters, words), and the way in which different print units may be combined in written language. Print awareness also describes children’s sensitivities to the ways in which print is used for meaningful and functional purposes and the way in which print is organized in storybooks and other print genre. *Alphabet knowledge* is an important aspect of print knowledge that describes children’s familiarity with letters of the alphabet. By entrance to kindergarten, children should show the emergence of alphabet knowledge, acquired through exposure to letters in a range of systematic and more incidental experiences. When children transition to kindergarten, most programs utilize some phonics instruction which emphasizes the pairing of letters with sounds. For children to profit from phonics instruction in kindergarten, they require a well-developed alphabetic knowledge. The extent to which children exhibit an understanding of the alphabet during preschool is directly related to their success in learning to read and develop word-decoding skills in first grade. A recent meta-analysis of early predictors of later reading achievement shows children’s knowledge of print, including both print concepts and alphabet knowledge, to be the most important predictor of later reading achievement, superseding both oral language and phonological awareness.*

[6]

Instructional Objectives

The *Read It Again-PreK!* program builds children’s competencies in these four domains of learning in a systematic manner. That is, for each of these domains, a series of instructional objectives are identified which build upon each other and increase in difficulty and sophistication during the lessons which are administered over 30-weeks. Identification of these objectives occurred through review of the scientific literature and common early childhood curricula.

The following list identifies the specific objectives for each domain of learning. In the 30-week *Read It Again-PreK!* program, each objective is explicitly targeted in approximately four to six activities.

Vocabulary

1. To understand and use words for the names of unfamiliar objects (nouns) and actions (verbs) and that describe things and actions (adjectives and adverbs)
2. To understand and use new words representing spatial concepts (e.g., over, under, above, beside)
3. To understand and use new words representing time concepts (e.g., first, second, third; before, after, then, during, once)
4. To talk about the meaning of new words, including how words can have more than one meaning
5. To understand and use new words representing feelings (e.g., embarrassed, disgusted, sad, joyful)
6. To understand and use new words representing thinking processes (e.g., believe, dream, imagine, think, remember)

*Hammill, D. D. (2004). What we know about correlates of reading. *Exceptional Children*, 70, 453-468.

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Narrative

1. To identify and describe the setting and characters of a story
2. To identify and describe one or more major actions or events in a story
3. To order three or more major events in a story
4. To produce a fictional story that has a setting and characters
5. To produce a fictional or personal story that has a clear beginning, middle, and end
6. To share feelings, ideas, or experiences in a single story that are precise and understandable

Phonological Awareness

1. To identify when two words share a rhyming pattern
2. To segment words into syllables and to blend syllables into words
3. To identify when two words share the same first sound
4. To produce words that share a rhyming pattern
5. To produce a word starting with a specific first sound

Print Knowledge

1. To recognize that print carries meaning and to distinguish print from pictures
2. To recognize the left-to-right and top-to-bottom directionality of print
3. To identify some upper-case letters, including those in own names and those of some friends or family members
4. 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)
5. To recognize the difference between letters and words
6. To recognize some common sight words, including environmental print

Sequence of Instruction

The *Read It Again-PreK!* instructional objectives are systematically sequenced across 60 lessons implemented over a 30-week period. The sequencing of objectives adheres to a linear developmental approach such that easier concepts are the focus of learning in the beginning of the program and more difficult concepts are the focus in the latter part of the program. Learning therefore progresses from easier to more difficult concepts or skills. For instance, in the area of print knowledge, children are asked to first focus on more global properties of print, such as the fact that print carries meaning (Objective 1), and later to learn more specific properties of print, such as the left-to-right directionality of a line on the page (Objective 2).

Because of the linear progression of objectives, it is recommended that the lesson objectives be followed sequentially (Week One, Week Two, Week Three...) and that no lessons be skipped. Should children appear to have difficulty with, or to have already mastered a particular objective or a particular lesson, educators should review the Learners' Ladders provided after each lesson for ideas about how to modify the activities to meet their children's needs.

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Organization of Lessons

The *Read It Again-PreK!* instructional objectives are addressed systematically across 60 lessons with repeated opportunities to achieve the competencies identified by each objective. In a single week of instruction – spanning two lessons – an objective from each of the four learning domains (vocabulary, narrative, phonological awareness, print knowledge) is addressed, one per activity. Thus, a week’s plan includes four activities. For instance, the objectives and activities for Week One include:

- **Activity 1 Objective:** To recognize that print carries meaning and to distinguish print from pictures. (print knowledge domain)
- **Activity 2 Objective:** To understand and use words for the names of unfamiliar actions. (vocabulary domain)
- **Activity 3 Objective:** To identify when two words share a rhyming pattern. (phonological awareness domain)
- **Activity 4 Objective:** To identify and describe the setting and characters of a story. (narrative domain)

Each lesson is designed to address two objectives through a systematic presentation of activities during storybook reading. These activities involve a *before reading* activity and a *during and after reading* activity. (On some occasions, the two activities may differ slightly to include a *before and during reading* activity and an *after reading* activity.) In all instances, the teacher receives explicit guidance on how to execute these activities.

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Each lesson includes the following features:

- **Week of Lesson:** Identifies the week during which a particular lesson should be given
 - **Lesson Number and Title:** Identifies a particular lesson number (1, 2, 3...) and title
 - **Title of Book for Week:** Identifies the title and author of the book to be used in the lesson
 - **Learning Objectives:** Identifies the specific objectives addressed in the lesson
 - **Materials:** Identifies any materials needed to implement the lesson
 - **Activity Timing:** Identifies *when* a given activity is to occur in relation to the lesson’s storybook reading (before, during, or after)
 - **Activity Description:** Provides an explicit description of the activity, including suggested language for use during the activity
 - **Learners’ Ladders:** A series of guides to help teachers modify a given lesson for diverse learners
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Each lesson involves the reading of a single storybook, as listed below. It is recommended that teachers obtain these books to conduct the lessons, in order, as designed. However, it may be appropriate to substitute books and adapt the corresponding lessons, as necessary. The most important consideration when substituting books is that the new book's features are suitable to each lesson. For example, Lesson 53 targets environmental print (e.g., print in pictures for characters' dialogue, labels, signs) and adjectives using the book *Bunny Cakes*. A different book which contains adjectives or adverbs (at least 3) and environmental print would be appropriately suited to this lesson and could be used instead of *Bunny Cakes*.

1. *Even Superheroes Have Bad Days* by Shelly Becker
2. *Chicka Chicka Boom Boom* by Bill Martin, Jr. & John Archambault
3. *Giraffes Can't Dance* by Giles Andreae & Guy Parker-Rees
4. *Mixed* by Aree Chung
5. *The Night Before Preschool* by Natasha Wing
6. *The Mitten* by Jan Brett
7. *Giggle, Giggle, Quack* by Doreen Cronin
8. *Except When They Don't* by Laura Gehl
9. *Lola Reads to Leo* by Anna McQuinn
10. *If You Give a Moose a Muffin* by Laura Numeroff
11. *Leonardo the Terrible Monster* by Mo Willems
12. *Bunny Cakes* by Rosemary Wells
13. *Brave* by Stacy McAnulty
14. *The Word Collector* by Peter H. Reynolds
15. *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

Differentiating Instruction

We encourage teachers to deliver *Read It Again-PreK!* lessons in a way that optimizes children's learning and outcomes through engagement and participation in a given lesson. Because children arrive at a lesson with variable sets of skills and abilities, we ask teachers to carefully consider how to individualize – or differentiate – implementation of lessons to meet the needs and strengths of all participating children.

In considering how to effectively differentiate instruction for children, it is important to identify where differentiation will occur. On the one hand, one can choose to differentiate specific objectives of instruction, in that some children receive instruction on one objective whereas other children receive instruction on a different objective. On the other hand, one can choose to differentiate specific strategies used to address an instructional target, in that all children receive instruction on the same objective, but instructional techniques vary: some children get more support (or help) and others get less support.

The learning domains in *Read It Again-PreK!* include specific milestones in the areas of narrative, vocabulary, phonological awareness, and print knowledge. These learning domains are highly predictive of children's later reading and academic success and are known to change through instruction. Thus, all children, regardless of their developmental level, are likely to benefit from exposure to the instructional objectives of the *Read It Again-PreK!* lessons. We recommend that all children be exposed to the instructional objectives of *Read It Again-PreK!* but that differentiated instruction be employed to vary the amount of support children receive to be successful within each lesson.

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To support teachers in the task of differentiating instruction, each lesson has a corresponding Learners' Ladder page. The Learners' Ladder page offers specific ways to scaffold children's performance on given lessons to help all children climb to success. The Learners' Ladder suggestions and examples are based on a set of strategies that educators use to scaffold (support) children's performance on similar tasks or activities. Strategies educators may use with children who find a given lesson "Too Easy" are:

- Reasoning
- Generalizing
- Predicting

Strategies educators may use with children who find a given lesson "Too Hard" are:

- Eliciting
- Co-participating
- Reducing Choices

"Too Easy" Strategies

Some children enter preschool with significant language and literacy knowledge as a result of their experiences at home or in other centers or daycares. For these children, some of the concepts in *Read It Again-PreK!* may be familiar and these children may consistently show high levels of success and participation during suggested activities. Thus, the "Too Easy" strategies provide ideas for accelerating the pace of learning for these children. It is important to note that some of these "Too Easy" strategies may actually make the activity very difficult for young children. Presenting children with this type of challenge can be beneficial, but it is always important to remember that the ultimate goal is to provide the support needed so children experience success.

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"Too Hard" Strategies

Some children will find the activities of *Read It Again-PreK!* to be very difficult. Many of these children begin preschool with skills in language and literacy which may already lag behind their peers. Some children also have had minimal exposure to the kinds of activities targeted within *Read It Again-PreK!*, such as minimal experiences with story-telling or exposure to literacy concepts, such as letters or sounds. For these children, it may take longer to gain independent success within the *Read It Again-PreK!* lessons. The "Too Hard" strategies provide ideas for supporting children's learning during *Read It Again-PreK!* lessons so that struggling learners are still able to achieve success during the activities.

The two tables that follow provide descriptions and some examples of the "Too Easy" and "Too Hard" strategies.

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Too Easy Strategies

Scaffolding Strategies

Scaffolding Examples

The **reasoning strategy** asks children to explain **why** something happened or will happen, or to explain why something is the way it is.

- (1) Teacher: *Some animals have big jaws and other animals have small jaws. Can you tell me why?*
- (2) Teacher: *These two words rhyme. Why is rhyming important to learn about?*
- (3) Teacher: *This animal is dangerous. What words should be written on the side of its cage?*

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The **generalizing strategy** asks children to extend the lesson content beyond the lesson itself – to past or future personal experiences.

- (1) Teacher: *Tell me about a time where you saw signs with words on them.*
- (2) Teacher: *Tell me about a time you felt really nervous. Where were you and what was happening?*
- (3) Teacher: *We talked about rhymes before. Do you remember what a rhyme is?*

The **predicting strategy** asks children to describe what might happen next or to hypothesize the outcome of an event/activity.

- (1) Teacher: *What will happen next?*
- (2) Teacher: *What do you think they will find?*
- (3) Teacher: *What are some words we might see on the next page?*

Strategies adapted from Notari-Syverson, O'Connor, and Vadasy (2007), *Ladders to Literacy: A Preschool Activity Book*. Baltimore, MD: Brookes Publishing.

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Too Hard Strategies

Scaffolding Strategies

Scaffolding Examples

The **eliciting strategy** provides children with the correct answer to a task by providing an exact model of the ideal response.

- (1) Teacher: *Show me the jaw on the animal. This is the jaw. Show me the jaw.*
- (2) Teacher: *What rhymes with cat? Bat rhymes with cat. Tell me: bat, cat.*
- (3) Teacher: *What does this word say? This word says Danger. Say "Danger."*

The **co-participating strategy** provides children with the correct answer to a task through their completion of the task with another person – the teacher or a peer.

- (1) Teacher: *This is the jaw on the animal. That's a new vocabulary word. What is it? We'll say it together... jaw.*
- (2) Teacher: *Bat and cat rhyme. Let's say it together: bat, cat.*
- (3) Teacher: *These words say Chicka Chicka Boom Boom. I'll point and say each word – Say them with me.*

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The **reducing choices strategy** helps children to complete a task by reducing the number of choices of correct answers.

- (1) Teacher: *What is this part of the animal called? Is it the teeth or the jaw?*
- (2) Teacher: *What rhymes with cat? Let's see – cat and hill, cat and bat – which two rhymed?*
- (3) Teacher: *What letter is this, is it an R or S?*

Strategies adapted from Notari-Syverson, O'Connor, and Vadasy (2007), *Ladders to Literacy: A Preschool Activity Book*. Baltimore, MD: Brookes Publishing.

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Monitoring Students' Progress

Monitoring students' progress on achieving language and literacy skills targeted in the *Read It Again-PreK!* lessons can help teachers to differentiate instruction and ensure that they are meeting the needs of all pupils. It also increases one's awareness of children who may be struggling to learn certain skills and who may benefit from additional support. Two *Read It Again-PreK!* tools can be helpful to teachers as they monitor their pupils' growth:

1. **Pupil Progress Checklist:** Designed for use three times during the year (after week 2, week 12 and week 21), this tool is a simple means for monitoring individual children's development of specific skills aligned with objectives in each of the four domains (vocabulary, narrative, phonological awareness, print knowledge). One form should be completed for each child. Development of skills is rated as *acquiring*: child never or occasionally demonstrates the skill; *building*: child often demonstrates the skill, but is not yet consistent and/or requires assistance; or *competent*: child consistently demonstrates the skill.
2. **Implementation Notes:** Following each lesson, teachers complete that lesson's implementation notes (provided as a separate page in the section of the manual titled *Implementation Notes*). For each activity, record:
 - Date of implementation
 - Length of activity
 - Modifications made to the activity (if any)
 - Notes about children who seemed to do well
 - Names of children who seemed to struggle and need more practice
 - Use of the Learners' Ladder suggested strategies

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Recording of this information serves two purposes. First, it provides the teacher with a record of activities implemented as well as notes about changes that could be made in the future (including lessons that might be repeated). Second, these notes provide a weekly record of children who may benefit from more practice with particular skills as well as those who may need to be challenged in future lessons.

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Schedule of Lessons and Learning Objectives by Week

Week 1	Lesson 1: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use words for the names of unfamiliar actions (verbs).	Lesson 2: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 2	Lesson 3: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use words which describe things and actions (adj. and adv.).	Lesson 4: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Pupil Progress Checklist (Week 2)		
Week 3	Lesson 5: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use words for the names of unfamiliar objects (nouns).	Lesson 6: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 4	Lesson 7: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use new words representing spatial concepts.	Lesson 8: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 5	Lesson 9: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use new words representing spatial concepts.	Lesson 10: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 6	Lesson 11: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 12: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To describe one or more major events in the story.

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Week 7	Lesson 13: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 14: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe one or more major events in the story.
Week 8	Lesson 15: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use new words representing time concepts.	Lesson 16: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words To describe one or more major events in the story.
Week 9	Lesson 17: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use words for the names of unfamiliar actions (verbs).	Lesson 18: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe one or more major events in the story.
Week 10	Lesson 19: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use new words representing temporal concepts.	Lesson 20: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe one or more major events in the story.
Week 11	Lesson 21: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe things and actions (adj. and adv.).	Lesson 22: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To order three or more major events in a story.
Week 12	Lesson 23: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words for unfamiliar objects (nouns).	Lesson 24: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Pupil Progress Checklist (Week 12)		
Week 13	Lesson 25: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words for unfamiliar actions (verbs).	Lesson 26: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.

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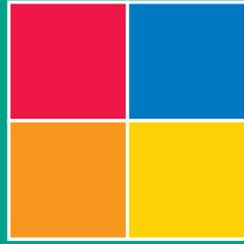
Week 14	<p>Lesson 27: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe objects (adjectives).</p>	<p>Lesson 28: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.</p>
Week 15	<p>Lesson 29: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe things and actions (adj. and adv.).</p>	<p>Lesson 30: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.</p>
Week 16	<p>Lesson 31: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use new words representing thinking processes.</p>	<p>Lesson 32: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>
Week 17	<p>Lesson 33: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To understand and use new words representing thinking processes.</p>	<p>Lesson 34: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>
Week 18	<p>Lesson 35: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To talk about the meaning of new words, including how words can have more than one meaning.</p>	<p>Lesson 36: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>
Week 19	<p>Lesson 37: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To understand and use new words representing feelings (e.g., embarrassed, disgusted, sad, joyful).</p>	<p>Lesson 38: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>

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Week 20	Lesson 39: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 40: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 21	Lesson 41: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 42: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Pupil Progress Checklists (Week 21)		
Week 22	Lesson 43: Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use new words representing feelings (e.g., embarrassed, disgusted, sad, joyful).	Lesson 44: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 23	Lesson 45: Print Knowledge and Vocabulary To recognize the difference between letters and words. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 46: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 24	Lesson 47: Print Knowledge and Vocabulary To recognize the difference between letters and words. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 48: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 25	Lesson 49: Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use words for unfamiliar actions (verbs).	Lesson 50: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 26	Lesson 51: Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use words which describe things and actions (adj. and adv.).	Lesson 52: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.

Introduction

Week 27	Lesson 53: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 54: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.
Week 28	Lesson 55: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use words for the names of unfamiliar objects (nouns).	Lesson 56: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.
Week 29	Lesson 57: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use new words representing spatial concepts.	Lesson 58: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.
Week 30	Lesson 59: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use new words representing thinking processes.	Lesson 60: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.



Read It Again-PreK!

Lesson Plans

Week 1

Lesson 1: Let's read to see what is happening

Book: *Even Superheroes Have Bad Days* by Shelly Becker

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 Even Superheroes Have Bad Days.* (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.

Materials

- **Book:** *Even Superheroes Have Bad Days*, by Shelly Becker

After Reading: Vocabulary

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

Target Words: **shriek, crumble, biking, building, rotate**

1. Tell the children: *Let's talk about all the things that the superheroes 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 the superhero 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: *The superhero is **shrieking** at the animals. **Shrieking** is what a person does when they are yelling or upset. You can see by the picture the superhero is upset. What is he doing here?*(Give children a chance to answer.) Repeat their answer or say again: *He is **shrieking** at the animals.* Be sure to model each target word and its meaning.

[21]



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

Read It Again! Learners' Ladder

Lesson 1: Vocabulary

Scaffolding Strategies

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

[22]

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: *How do you know when someone is **shrieking** at something?*

Example 2:
Teacher: *What does it look like when something is **crumbled**?*

Example 1:
Teacher: *Let's think about when the superhero is **biking** in this book. Look on this page- is the superhero **biking** or **building**?*

Example 2:
Teacher: *Let's think about some things a person could **build**. Do you think a person could **build** a house? food? a tower from blocks?*

Week 1

Lesson 2: Which words sound the same?

Book: *Even Superheroes Have Bad Days* by Shelly Becker

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?*



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

[23]

During and After Reading: Narrative

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

1. Read the book *Even Superheroes Have Bad Days* 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: *The superheroes are biking in space.*
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 lots of superheroes, Beastie, Zing, Typhoon, Thrash, Icky Laserman, Magnifique, Screecher.* 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 their 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, *Beastie is best*, you could *extend* this answer, as in: **(Child A) said they likes Beastie the best because he is big and helps to build a roller coaster.**

Materials

- **Book:** *Even Superheroes Have Bad Days*, by Shelly Becker
- **OG Picture Cards:** dog, frog, hog, log
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 2: Phonological Awareness

Scaffolding Strategies

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

[24]

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

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



Scaffolding Examples

Example 1:
 Teacher: *That's right, **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**. 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.*

Week 2

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: *Can you come show me where it says 'Chicka Chicka Boom Boom?'*



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

[25]

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? (Child A), 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)

Read It Again! Learners' Ladder

Lesson 3: Print Knowledge

Scaffolding Strategies

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

[26]

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.



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?*

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?*

Week 2

Lesson 4: Can you hear the rhymes?

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

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.

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

[27]

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?*



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

Read It Again! Learners' Ladder

Lesson 4: Narrative

Scaffolding Strategies

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

[28]

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: *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: *Look- the letters are in the coconut tree! Where are the letters?*

Example 2:
 Teacher: *This book is silly because all the characters are letters! Tell me- the characters are all...what? Letters!*



REMEMBER:
Pupil Progress Checklist

REMEMBER!

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

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



Week 3

Lesson 5: Look at these new words!

Book: *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees

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 *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees. 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, 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 Dance in it (point to the word). I wonder if our story is about dancing. 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** dance and here is a picture of the jungle dance. And these **words** tell us about the event.* (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. Come and show me where to start reading.*

Materials

- **Book:** *Giraffes Can't Dance*, by Giles Andreae and Guy Parker-Rees

[31]

After Reading: Vocabulary

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

Target Words: buckled, prance, sneer, sway

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 **buckled, prance, sneer, and sway.** 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 **but** when he tried to run around, he **buckled** at the knees. Buckled means to bend or fall. Do this for each word, as in: The book says every single animal turns up to skip and **prance.** Prance means to move about in a lively way. The book says that the animals **sneered** at Gerald when he began to dance. Sneered means to speak or laugh in a mean way. Sway means to move gently back and forth or side to side.*



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

Read It Again! Learners' Ladder

Lesson 5: Vocabulary

Scaffolding Strategies

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

[32]

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

Use the reducing alternatives strategy to help children say the target vocabulary words.



Scaffolding Examples

Example 1:
Teacher: *The animals all **pranced** into the Jungle Dance but not Gerald. Can you tell me why?*

Example 2:
Teacher: *The animals **sneered** at Gerald, remember **sneered** means to speak or laugh in a mean way. How did that make Gerald feel?*

Example 1:
Teacher: *When Gerald learned to dance he started with a **sway**. Does Gerald **sway** or jump?*

Example 2:
Teacher: *What happens when we **prance**? Are we moving or standing still?*

Week 3

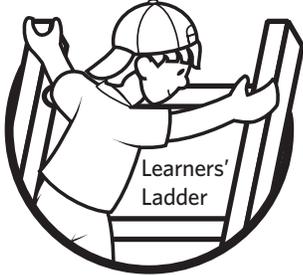
Lesson 6: Where are the animals?

Book: *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees

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.



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

[33]

During and After Reading: Narrative

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

1. Read the book *Giraffes Can't Dance*. After reading the text on each page, *highlight* the character and the setting. You could say: *The book said all the animals in Africa are going to the Jungle Dance. What animals are at the dance?*
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:** *Giraffes Can't Dance*, by Giles Andreae and Guy Parker-Rees
- **AW picture cards:** paw, jaw, saw (noun)
- **IG picture cards:** big, pig
- **ORN picture cards:** horn, corn
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 6: Phonological Awareness

Scaffolding Strategies

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

[34]

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 rhyme.



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. Tell me: **paw** and **jaw** rhyme.*

Example 2:
 Teacher: ***Paw** and **corn** sound different. **Paw** and **corn** do not rhyme. Do **paw** and **corn** rhyme?*

Week 4

Lesson 7: Where do I read? Book: *Mixed: A Colorful Story* by Arree Chung

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 *Mixed :A Colorful Story*. 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 'Mixed: A Colorful Story' 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.*



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

[35]

After Reading: Vocabulary

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

Target Words: under, beside, over, above, below

1. Place the large paper so all the children can see it. At the top, write the phrase: "Where Are the Colors?" Tell the children that you want them to tell you where all the colors were found in the book. You could say: *We see colors in all different places! You tell me where the colors are, 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 **under, beside, over, above, and below** when discussing the colors. You could say: *Look at this page, which color is standing under red? That's right, blue is under or below red!*
3. Allow the children to dictate to you what to write, but extend their answers to include the prepositions **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: *Yellow and blue stood beside each other when they were married. Where did yellow and blue stand?*
4. Save the dictation sheet for use in the next lesson.

Materials

- **Book:** *Mixed: A Colorful Story*, by Arree Chung
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 7: Print Knowledge

Scaffolding Strategies

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

[36]

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 that print is meaningful and is different than pictures in the book.



Scaffolding Examples

Example 1:
Teacher: *Look at this page- it only has pictures. Why can't I read this page?*

Example 2:
Teacher: *These colors 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: *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: *Let's point to all the words on this page. I see six words. Let's read them together. We can count the words on our fingers while we read them.*

Week 4

Lesson 8: What happened in this story? Book: *Mixed: A Colorful Story* by Arree Chung

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.

Materials

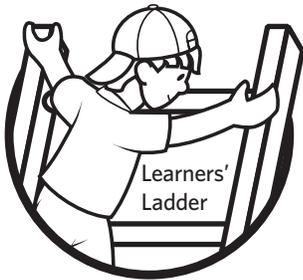
- **Book:** *Mixed: A Colorful Story*, by Arree Chung
- **AT picture cards:** hat, cat, rat, mat
- **OX picture cards:** fox, box, rocks, socks
- **Dictation sheet from Lesson 7** (writing activity)

[37]

During and After Reading: Narrative

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

1. Read the book *Mixed: A Colorful Story*. After reading the text on each page, *highlight* the setting presented on the page to tell children where the events are happening, as in: *In the beginning all of the colors lived together in the city. The city is the setting for this page.*
2. After reading, review the students’ dictation from Lesson 7, in which they dictated to you places the colors had been found. Tell them: *Last time we wrote down all the different places we saw the colors.*
3. Have the children read with you (with your assistance) the list they 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.



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

Read It Again! Learners' Ladder

Lesson 8: Narrative

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 Red lived in Redville and Blue lived in Blue Town. Where do you think Yellow might live?*

Example 2:
Teacher: *Do you think any of the colors will go to other parts of the city? Why not?*



[38]

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: *Did any of the colors mix? Did Yellow mix with Red or Blue?*

Week 5

Lesson 9: Where are the characters in this story? Book: *The Night Before Preschool* 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 Preschool*. 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.*

Materials

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

[39]

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**, modeling the use of these words. After dictating an item from the children, read it back and then have the children repeat it. You could say: *The children are **inside** the classrooms. Let's all read what I wrote here...*



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

Read It Again! Learners' Ladder

Lesson 9: Vocabulary

Scaffolding Strategies

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

[40]

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?*

Week 5

Lesson 10: Rhyme with me

Book: *The Night Before Preschool* 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.



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

[41]

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 Preschool*. 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 a child says: *Their houses*, you could say: *The children are leaving their houses to go to preschool. 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 Preschool*, by Natasha Wing
- **ED picture cards:** bed, head, red, bread
- **AP picture cards:** map, nap, cap
- **UG picture cards:** rug, hug, bug

Read It Again! Learners' Ladder

Lesson 10: Phonological Awareness

Scaffolding Strategies

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

[42]

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

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



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: **Rug** and **hug** 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!'

Week 6

Lesson 11: Which way do we read? Book: *Even Superheroes Have Bad Days* by Shelly Becker

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 *Even Superheroes Have Bad Days*. 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 Even Superheroes Have Bad Days*. 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).



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

[43]

After Reading: Vocabulary

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

Target Words: angry, loud, walloping

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 Superheroes book. We are going to learn three new words.*
2. Turn to the page that shows the first of your words (**angry**). Read the text and then create a general definition that the children can understand. You could say: *This page says, 'Instead of destruction and loud, livid voices they burn angry steam off with speed of light hiking...' **Angry** means that they were very upset. Let's write the word **angry** on our new word list. Write the word **angry** on the word list, and name each letter as you write it, as in, **Angry** has five letters. This is the A, this is the N, this is the G, this is the R, this is the Y...ANGRY!*
3. Repeat this for the words **loud** and **walloping**, and define each word, as in: *Instead of using **loud** voices and destroying things when they are angry, superheroes can go hiking or biking on the moon! Superheroes don't need to yell or be **loud** when they are upset.*

Materials

- **Book:** *Even Superheroes Have Bad Days*, by Shelly Becker
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 11: Print Knowledge

Scaffolding Strategies

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

[44]

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.



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?*

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: *Come up to the book. Let's point together to the first line I will read on this page.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Week 6

Lesson 12: Creating Rhymes

Book: *Even Superheroes Have Bad Days* by Shelly Becker

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: *(Child A) 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.*

Materials

- **Book:** *Even Superheroes Have Bad Days*, by Shelly Becker
- **Construction paper** (one per child)
- **Markers or crayon** (one per child)

[45]

During and After Reading: Narrative

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

1. Read the book *Even Superheroes Have Bad Days*. Pause during reading to review *major* events of the story. You could say, *In the beginning, we learn that even superheros can have bad days and get upset, sad, and angry. 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: *Even Superheroes Have Bad Days was about the choices superheroes can make when they have big feelings. One of the choices a superhero could make was to burn off angry steam by moving their bodies on a hike or bike.*
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 Superheroes book. Think of one thing that happened in the book and draw it. I am going to draw when the superhero chose to help people at the theme park. You can draw whatever you want. As children are drawing their pictures, move among the children and help each child to write thier name on the pictures.*



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

Read It Again! Learners' Ladder

Lesson 12: Narrative

Scaffolding Strategies

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

[46]

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 a major event in the story.



Scaffolding Examples

Example 1:
 Teacher: *This story was about all the choices superheroes can make when they are sad, upset or angry. What is one thing you do when you're upset?*

Example 2:
 Teacher: *The superheroes had a choice to be angry and destroy things or to move their bodies to burn the angry steam off. When did you make a choice to move your body or be a helper?*

Example 1:
 Teacher: *Here this superhero is riding a bike. What is the superhero doing?*

Example 2:
 Teacher: *These superheroes are really good at saving the world. What are these superheroes really good at?*

Week 7

Lesson 13: Colors!

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

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 'Chic-ka 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)

[47]

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? 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.

Read It Again! Learners' Ladder

Lesson 13: Vocabulary

Scaffolding Strategies

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

[48]

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 that print is meaningful and is different than pictures in the book.



Scaffolding Examples

Example 1:
Teacher: *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: **Red** things are often very important - like fire trucks or stop signs. Why do you think important things may be **red**?

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

Example 2:
Teacher: *Let's point to all the **green** things on this page. Let's point together.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Week 7

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 their word. As an example: *Your word is **chicka**. Clap for each part of the word chicka. (Let the child try on their 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**.*



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

[49]

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)

Read It Again! Learners' Ladder

Lesson 14: Phonological Awareness

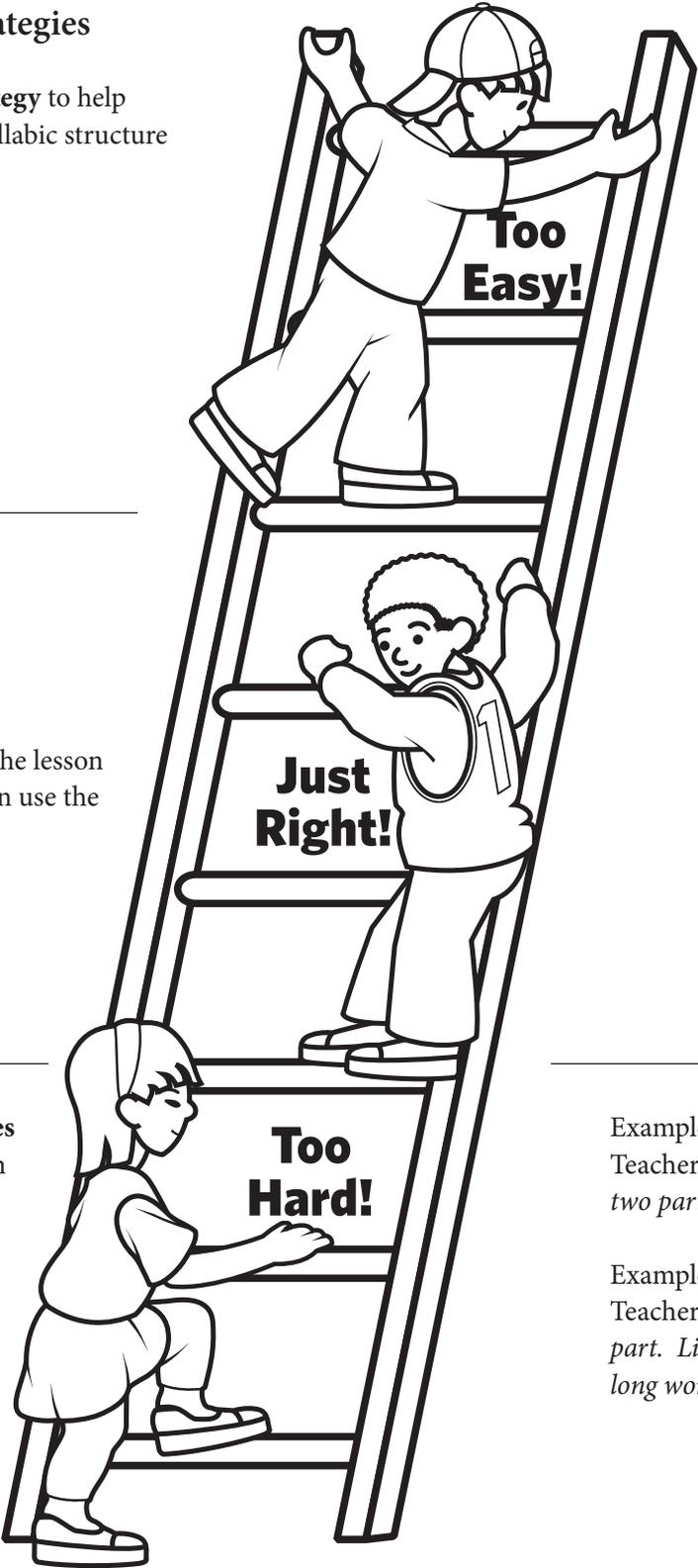
Scaffolding Strategies

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

[50]

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 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: *(Child A), your word is mama. (Child B), 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- co-nut. Is it a long word?*

Week 8

Lesson 15: Before and After

Book: *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees

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 *Giraffes Can't Dance*. 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 'Giraffes Can't Dance'* 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).



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

[51]

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**. You could say: **Before** Gerald met the cricket he was feeling sad. **After** Gerald learned to dance the animals came to watch.
3. On the last pages, again demonstrate the terms **before** and **after**. You might say: Before Gerald was not a good dancer. *After* Gerald dances he finishes with a bow. *What is something you do after you dance?* Allow several children to answer this question, and extend their responses. For instance, if a child says: *I clap* you could extend as in: *(Child's name) claps after they dance.*

Materials

- **Book:** *Giraffes Can't Dance*, by Giles Andreae and Guy Parker-Rees

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.

[52]

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.



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?*

Example 1:
 Teacher: *The name of this book is 'Giraffes Can't Dance'. Read it with me as I point to the words.*

Example 2:
 Teacher: *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?*

Week 8

Lesson 16: More Syllables!

Book: *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees

Before Reading: Phonological Awareness

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

Target Words: chimpanzee, lion, elephant, giraffe, zebra, dance

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 **chimpanzee**. (Clap for each syllable in this word: **Chim-pan-zee** 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 **dance**. (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, giraffe, zebra, dance**.
3. Give each child a turn to clap for the parts of words, using the words you modeled (**chimpanzee, lion, elephant, giraffe, zebra, dance**). 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 their 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**.*

Materials

- **Book:** *Giraffes Can't Dance*, by Giles Andreae and Guy Parker-Rees
- **Large paper and marker**

[53]

During and After Reading: Narrative

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

1. Read the book *Giraffes Can't Dance*. Pause on every page to summarize the *major events* in the story. For example, you could say: *Gerald was very sad because he was not a good dancer.*
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 cricket tell Gerald to listen to?* 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.



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

Read It Again! Learners' Ladder

Lesson 16: Narrative

Scaffolding Strategies

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

[54]

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, the animals laughed at Gerald's dancing. What if we made up a story about animals laughing in the jungle. What would make the animals laugh?

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

Example 2:
Teacher: Was the cricket in the water or in the tree?

Week 9

Lesson 17: The words go this way! Book: *Mixed: A Colorful Story* by Arree Chung

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 *Mixed: A Colorful Story*. 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 'Mixed: A Colorful Story.'* 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).

Materials

- **Book:** *Mixed: A Colorful Story*, by Arree Chung
- **Large paper and marker**

[55]

After Reading: Vocabulary

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

Target Words: mixed, live, notice

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 (**mixed**). Read the text and then create a general definition that the children can understand. You could say: *The colors yellow and blue **mixed** and created green. You can see that the colors blended together or **mixed** to create a new color. Let's write the word **mixed** on our new word list. Write the word **mixed** on the word list, and name each letter as you write it, as in, **mixed** has five letters. This is the M, this is the I, this is the X, this is the E, this is the D...**MIXED!!***
3. Repeat this for the words **live** and **notice**, and define each word, as in: *Red **lives** in Redville. **Live** means where a person has a home where they can play, eat, and sleep. One day Yellow **noticed** a Blue. **Notice** means to see or look at and listen to something or someone. A Yellow saw a Blue and **noticed** they were sitting on the bench all alone, looking sad.*



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

Read It Again! Learners' Ladder

Lesson 17: Vocabulary

Scaffolding Strategies

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

[56]

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 major events from the story.



Scaffolding Examples

Example 1:
 Teacher: *That's right! Yellow **noticed** Blue sitting on the bench alone. How do you think Blue was feeling sitting alone on the bench when Yellow **noticed** them?*

Example 2:
 Teacher: *In the story, Blue and Yellow **mixed** and created Green. If you were painting with the colors Blue and Red and **mixed** them, what color do you think you would create? What other colors could you **mix**?*

Example 1:
 Teacher: ***Mix** means to blend things together. In our story, a Yellow and a Blue **mixed** together. What two colors **mixed**?*

Example 2:
 Teacher: ***Live** means a place where someone sleeps, eats, or plays. You can **live** inside a house, apartment, etc. Where do you **live**?*

Week 9

Lesson 18: Let's make words! Book: *Mixed: A Colorful Story* by Arree Chung

Before Reading: Phonological Awareness

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

Target Words: colorful, red, blue, yellow, inseparable, harmony, possibilities

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: **colorful, red, blue, yellow, inseparable, harmony, and possibilities**. You could say: *Let's take turns clapping out the parts of words. (Child A), your word is **colorful**. Clap for each part of the word **colorful**.* (Let the child try it on their 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: **col-or-ful, red, blue, yel-low, in-sep-a-ra-ble, har-mo-ny, and pos-si-bil-i-ties**. 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 **yel-low**. The word is **yellow** I put the parts of the word together.*



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

[57]

During and After Reading: Narrative

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

1. Read the book *Mixed: A Colorful Story*. During reading, summarize the *major events* on each page by *commenting*. For example, you could say: *A Red is singing. A Blue is driving a car.*
2. After reading, ask the children to recall several major events from the story. You could say: *Let's talk about what the colors 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 colors 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 colors lived together. **Then** they separated into their own groups. **Next** what colors noticed each other? **Last**, what happened when colors started mixing?*

Materials

- **Book:** *Mixed: A Colorful Story*, by Arree Chung
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 18: Phonological Awareness

Scaffolding Strategies

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

[58]

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 different syllables of a word.



Scaffolding Examples

Example 1:
Teacher: *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?*

Example 1:
Teacher: *We said colorful has three syllables. Which word has three parts like colorful: yellow or harmony?*

Example 2:
Teacher: *Red has one syllable. What about the word Blue? Does blue have one or two syllables?*

Week 10

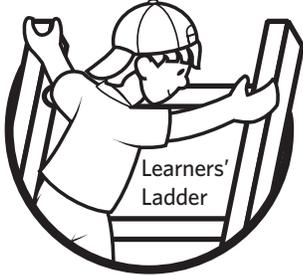
Lesson 19: First, Next, Then, and Last

Book: *The Night Before Preschool* 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 Preschool*. 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 Preschool.* 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).



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

[59]

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 preschool. **Then**, they arrived at preschool. **Next** they met their teacher and other children and did all kinds of fun things. **Last**, their parents came to pick them up.*

Materials

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

Read It Again! Learners' Ladder

Lesson 19: Print Knowledge

Scaffolding Strategies

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

[60]

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?*

Week 10

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

Before Reading: Phonological Awareness

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

Target Words: parents, corner, friend, tricycle, wondering, preschool

1. Tell the children: *Remember, some words have many parts, like the word wondering. (Clap for each syllable in this word: won-der-ing. 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, corner, friend, tricycle, wondering, preschool.** You could say: *Let's take turns clapping out the parts of words. Portia, (Child A), your word is **parents**. Clap for each part of the word **parents**.* (Let the child try on their 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, cor-ner, friend, tri-cy-cle, won-der-ing, pre-school.** 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 cor-ner. The word is corner. I put the parts of the word together.**

Materials

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

[61]

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 Preschool*. 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 preschool with their new friends.*
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 Billy play with Charlene **before** or **after** naptime?*



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

Read It Again! Learners' Ladder

Lesson 20: Narrative

Scaffolding Strategies

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

[62]

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 his preschool class. What do you think would happen if he didn't take enough time to get ready for his students?*

Example 2:
Teacher: *Many of the children in the story were really excited to go to preschool. 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).*

Week 11

Lesson 21: What letters are in your name?

Book: *If You Give a Moose a Muffin* by Laura Numeroff

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 *If You Give a Moose a Muffin*. 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).

Materials

- **Book:** *If You Give a Moose a Muffin*, by Laura Numeroff
- **Name cards:** (make one per child; make the first letter uppercase and all others lowercase)
- **Large paper and marker**

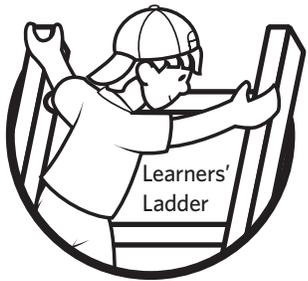
[63]

After Reading: Vocabulary

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

Target Words: **homemade, chilly, loose, old**

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 If You Give a Moose a Muffin. We are going to learn four new words.*
2. Turn to the page that shows the first of the words (**homemade**). Read the text and then create a general definition that the children can understand. You could say: *This page says, 'So you'll bring out some of your mother's **homemade** blackberry jam.' **Homemade** means something that is made at home by yourself. Mother didn't go to the store to buy this blackberry jam, she made it in the kitchen by herself.* Write the word **homemade** on the word list and write jam below it. Model one or two more examples of something that is **homemade** and write these things down.
3. Continue with the word **chilly**, as in: *This page says, 'When he opens the door and feels how **chilly** it is, he'll ask to borrow a sweater.'* **Chilly** means something is cool or cold. Model one or two examples of things that are **chilly**, taking a few suggestions from the children. Continue this process with the words **loose** (not tight or not secure) and **old** (not new or something that has been around for a while).



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

Read It Again! Learners' Ladder

Lesson 21: Vocabulary

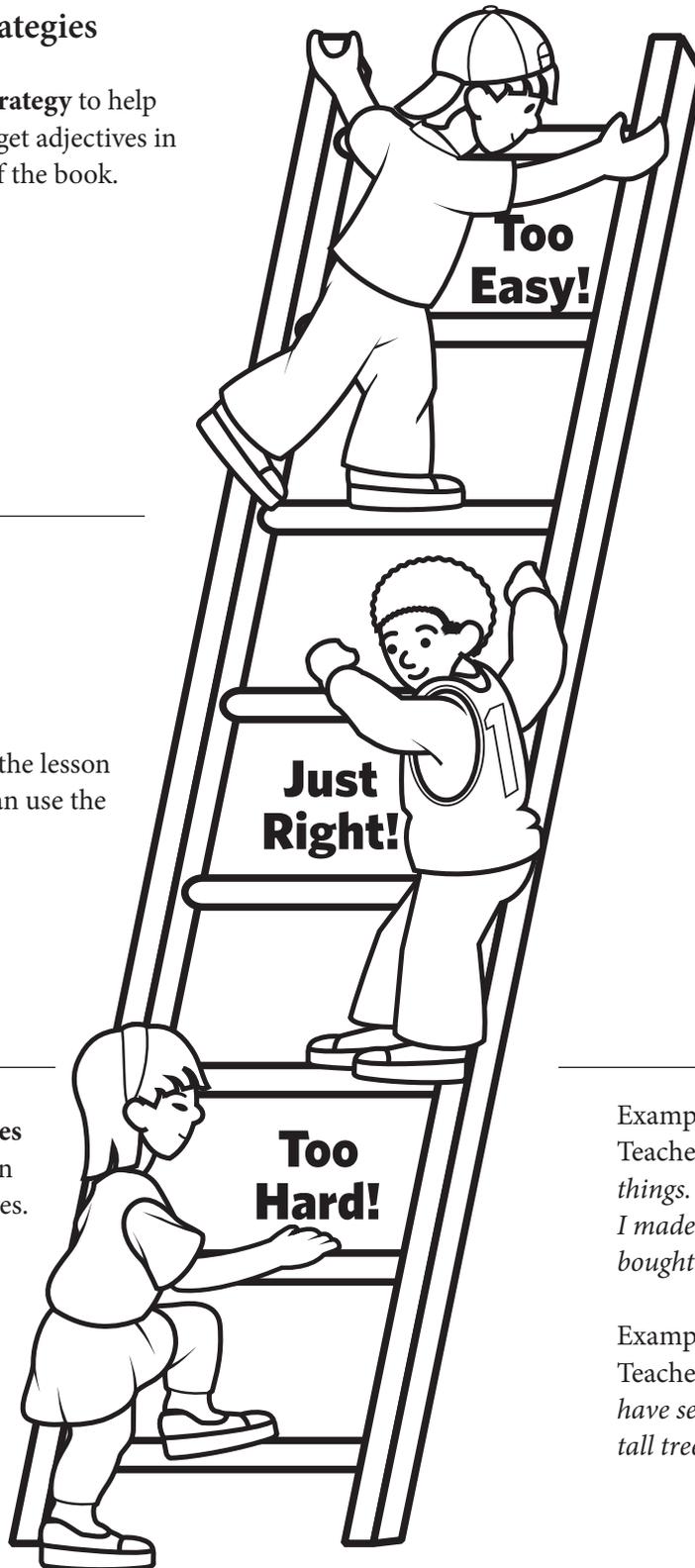
Scaffolding Strategies

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

[64]

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 it was **chilly** outside, so the moose asked for a sweater. Think about what you wear when it is **chilly** outside. Who wants to tell us what they wear on a **chilly** day?*

Example 2:
 Teacher: *Have you ever seen something so **loose** that you thought, 'Wow that is so **loose**! It might fall off!' Tell me about something **loose** that you have seen before.*

Example 1:
 Teacher: *Let's think of more **homemade** things. Which is **homemade** - a cake that I made in my kitchen or a book that I bought at the store?*

Example 2:
 Teacher: *Let's think of something you have seen that is **old**. Which is **old** - a big, tall tree in the forest or a tiny, little tree?*

Week 11

Lesson 22: Can you retell our story?

Book: *If You Give a Moose a Muffin* by Laura Numeroff

Before Reading: Phonological Awareness

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

Target Words: moose, muffin, homemade, blackberry, chilly, sweater, button, puppets, scenery, antlers

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 **muffin**. Clap for each syllable in the word: **mu-ffin**. (Be sure to clap as you say the syllable, not before or after.) Some words have only one part, like the word **moose**. Clap for the one syllable in this word: **moose**.*
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: **homemade, blackberry, chilly, sweater, button, puppets, scenery, antlers**. 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 ant-lers. The word is antlers. I put the parts of the word together.**



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

[65]

During and After Reading: Narrative

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

1. Read the book *If You Give a Moose a Muffin*. During reading, stop periodically and summarize the key events of the story. For example, you may stop after reading five pages and say: *The moose ate all of the muffins*. You might stop in the middle of the book and say: *The moose made sock puppets*. You might stop again before the end saying: *The moose saw mother's blackberry bushes. Now he's thinking about blackberry jam!*
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 moose put on a puppet show before or after he put the sweater on?*
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 moose ate a muffin with jam. **Then**, the moose put the sweater on. **Next**, the moose decided to put on a puppet show. **Last**, the moose saw mother's blackberry bushes that reminded him of the muffins and jam he ate earlier.*

Materials

- **Book:** *If You Give a Moose a Muffin*, by Laura Numeroff
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 22: Phonological Awareness

Scaffolding Strategies

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

[66]

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.



Scaffolding Examples

Example 1:
 Teacher: *How do you know if a word is a long word or short word? What makes **blackberry** a long word and **jam** a short word?*

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

Example 1:
 Teacher: ***Blackberry** has three parts. Say the parts of the word with me. **Black-ber-ry**.*

Example 2:
 Teacher: *Let's say the two parts of the word **puppets**. **Pu-ppets**. Say that word with me. **Puppets**.*

Week 12

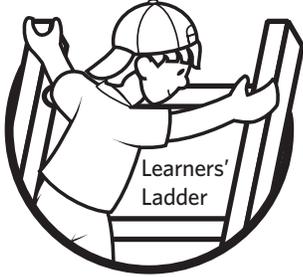
Lesson 23: Learning new words

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 their 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).



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

[67]

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** (using classroom materials make one card for each child; make the first letter uppercase and all others lowercase)
- **Upper-case letter cards** (create using classroom materials. Only for the letters that begin each child's name)
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 23: Print Knowledge

Scaffolding Strategies

Use the **predicting strategy** to help children consider letters and syllables in 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?*



[68]

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.

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?*

Week 12

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: *mmole...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.

Materials

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

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!*



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

Read It Again! Learners' Ladder

Lesson 24: Narrative

Scaffolding Strategies

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

[70]

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?*



REMINDER:
Pupil Progress Checklist

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: *Except When They Don't* by Laura Gehl

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 *Except When They Don't*. Before reading, pause to point out the first letter in the author's and illustrator's names, as in: *The author's name is Laura (point to the first letter). The illustrator draws the pictures, the illustrator's name for Except When They Don't is Joshua. What letter does his name begin with? (Point to the first letter.)*

Materials

- **Book:** *Except When They Don't*, by Laura Gehl
- **Name cards:** (one per child)
- **Small basket**

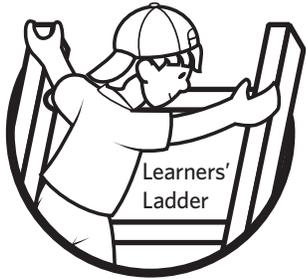
[73]

After Reading: Vocabulary

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

Target Words: perform, twirl, build

1. Tell the children: *Let's talk about some new words we heard in 'Except When They Don't'. We are going to learn three new words.*
2. Turn to the page that shows the first of the words (**perform**). 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, 'Girls perform fairy songs.' **Perform** means to entertain an audience. Look at the picture of the girl performing, what is she doing?*
3. Ask the children to give an example of when they might perform for someone. Extend their answers. For example, if James says: *When I dance for my parents,* you might say: *James **performs** for his parents when he dances for them.*
4. Repeat this for the words **twirl** and **build**, as in: *"Maybe twirl in flowered tights." **Twirl** means turn around in circles. **Build** means to make something. For each word help the children create a definition by looking at the pictures in the book. Have children give examples, expanding their answers.*



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

Read It Again! Learners' Ladder

Lesson 25: Vocabulary

Scaffolding Strategies

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

[74]

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 **perform** by singing or dancing. What do you like to do to **perform**?

Example 2:
Teacher: Tell me about a time you used blocks or legos to **build**. What did you **build**? Was it big or small?

Example 1:
Teacher: Think about when the child was **twirling** their body in circles. What did their body look like when they **twirled**?

Example 2:
Teacher: **Performing** means to entertain an audience. Would the children be **performing** around in the classroom or on the playground?

Week 13

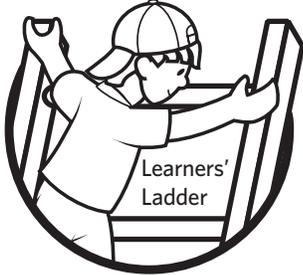
Lesson 26: Tell me a story

Book: *Except When They Don't* by Laura Gehl

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: *Fffan. Fan begins with the sound ffff. Listen, did you hear the sound ffff 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.*



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

During and After Reading: Narrative

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

1. Read the book *Except When They Don't*. Stop periodically and provide a summary of the story's major events. For example, early in the story you might say: *The boys are playing with monster trucks and the girls are having a tea party.* You might stop a few pages later and say: *Except this superhero boy who is part of the tea party.* You might stop again before the end saying: *These boys are playing football and the girls like ballet, except when they don't. Look at this page, it doesn't matter if you're a boy or a girl, you can be who you want and play what you want!*
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: *All the boys played with trucks and footballs.*
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, Boys played with trucks and girls played tea party. Then, a boy played tea party and girls played football. Next, Everyone played what they wanted to with whoever they wanted to. Last, Everyone can be who they are and play what they want.*

Materials [75]

- **Book:** *Except When They Don't*, by Laura Gehl
- **/f/ picture cards:** fan, five, phone
- **/m/ picture cards:** mess, mouse, moon
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 26: Phonological Awareness

Scaffolding Strategies

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

[76]

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?*

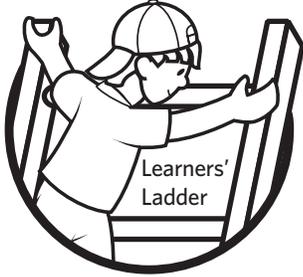
Week 14

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?*



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

[77]

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

Read It Again! Learners' Ladder

Lesson 27: Print Knowledge

Scaffolding Strategies

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

[78]

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.



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: *Is there a word in the title which has the same first letter as your name?*

Example 1:
Teacher: *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 **ssss**. Listen, did you hear the sound **ssss** 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. **Wwwash**. 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: **Wwwash** starts with the sound **wwwwww**.
3. Read the book *Giggle, Giggle, Quack*. During reading, stop periodically when you come to words beginning with the sounds **ssss** or **wwwwww** to point out the first sounds of the words, as in: *Bob had the pigs **washed** in no time. **Wwwash-Wash** begins with the sound **wwwwww**.*

Materials

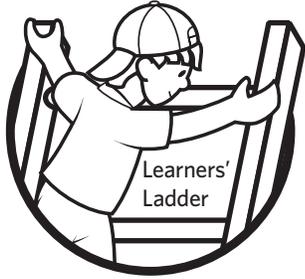
- **Book:** *Giggle, Giggle, Quack*, by Doreen Cronin
- **/s/ picture cards:** sit, sun, soap
- **/w/ picture cards:** wash, worm, one
- **Large paper and marker**

[79]

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.*



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

Read It Again! Learners' Ladder

Lesson 28: Narrative

Scaffolding Strategies

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

[80]

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. 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! Where did the animals have movie night?

Week 15

Lesson 29: What are these colors? Book: *Lola Reads to Leo* by Anna McQuinn

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 *Lola Reads to Leo*. Point to the uppercase letters in the title, as in: *Let's take a look at some of the uppercase letters in our title. I see an L here (point) and here (point). I see an R here (point).*
2. Read the title, *Lola Reads to Leo*. Tell the children: *Look for the L(point) and R (point) as I read.*
3. During reading, stop to point out uppercase letters L and R when they occur. Allow some children to come up to the book to find the letters. You could say: *The girl's name is Lola (point to word). Lola begins with an L (point to letter). Can you come show me the L in Lola's name?*

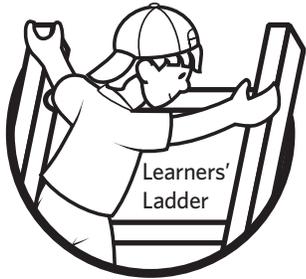
Materials

- **Book:** *Lola Reads to Leo*, by Anna McQuinn
- **Color Cards:** red, orange, yellow, green, blue, purple (3 sets)

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 characters wearing blue shirts on this page. Who has the blue card? Your card is blue. Can you point to someone wearing a blue shirt on this page?*
4. After the last page, say: *Did we find something that matches everyone's color? (Allow the children to respond.) We didn't find anything in this book with the color purple. Does anyone have a purple card? Let's think of some things that are purple. (Take a few suggestions from the children, providing feedback.) You could say: Yes, you are wearing purple shoes today.*



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

Read It Again! Learners' Ladder

Lesson 29: Vocabulary

Scaffolding Strategies

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

[82]

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: We saw a lot of color in this book. Why is it helpful to talk about the color of something?

Example 2:
Teacher: Think about the room where Lola was playing with all of her teddies. What are some of the words we can use to point out the differences between the teddies?

Example 1:
Teacher: I see lots of red objects on this page. Everyone with a red card, come up to the book and let's point to the objects together.

Example 2:
Teacher: Let's name the colors of these flowers together...

Week 15

Lesson 30: Listen to those sounds! Book: *Lola Reads to Leo* by Anna McQuinn

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 **ffff**. Listen, did you hear the sound **ffff** 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 **mmmoon**. Listen for the first sound. **Mmmmoon**. What sound does **mmmoon** 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**.*



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

[83]

During and After Reading: Narrative

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

1. Read the book *Lola Reads to Leo*. Stop periodically and provide a summary of the story's *major events*. For example, you may stop near the beginning and say: *Look, Lola's mommy is going to have a baby. You might stop a few pages later and say, Lola's baby brother, Leo was born! He cries a lot.*
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**, Lola's mommy is going to have a baby and they read books about it. **Then**, Leo is born. **Next**, Leo cries a lot, but Lola reads him stories. **Last**, The family reads a story together.*

Materials

- **Book:** *Lola Reads to Leo*, by Anna McQuinn
- **/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**

Read It Again! Learners' Ladder

Lesson 30: Phonological Awareness

Scaffolding Strategies

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

[84]

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: *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 'ssss' sound. Who do you think will be on this list?*

Example 1:
Teacher: *Moon and mouse share the same first sound! 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. Do sit and fan have the same first sound?*

Week 16

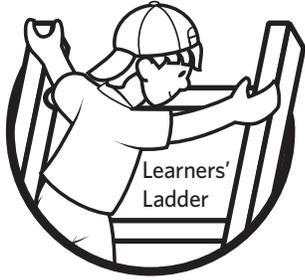
Lesson 31: Use Your Imagination!

Book: *If You Give a Moose a Muffin* by Laura Numeroff

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 *If You Give a Moose a Muffin*. Point to the uppercase letters in the title, as in: *Let's take a look at our title. How many uppercase letters do you see? I see a lot of uppercase letters! Let's look at the very first uppercase letter in each of these words. I see an 'T' here (point), a 'Y' here (point), a 'G' here (point), an 'A' here (point) and here (point), and an 'M' here (point). That's five uppercase letters!*
2. Write the letter **I** on the large paper. Tell the children: *I is the first uppercase letter we see in our title. Does anyone's name begin with an I?* Follow with discussion, as in: *I see Issac's hand up. Let's look at Issac's name (write Isaac on the paper below the letter I and underline the I). That's right! Issac begins with an I. Who else has a name beginning with an I?*
3. Continue this for all children whose name begins with a **Y, G, A, and M**.



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

During and After Reading: Vocabulary

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

Target Words: notice, remind, remember, try

1. Read the book *If You Give a Moose a Muffin*. Stop to discuss each target word at least three times during reading. After reading "When he puts the sweater on, he'll **notice** one of the buttons is loose," you might say: *The moose **noticed** one of the buttons might fall off the sweater. To **notice** is to realize or pay attention to. The moose **noticed** the loose button and decided to fix it.*
2. Continue reading, stopping to discuss the words **remind, remember, and try**.
3. As you discuss key words, pause to allow children to tell you about times they **noticed**, were **reminded** about, **remembered** or **tried** something. You could say: *The moose was **reminded** of the puppets his grandmother used to make. He was thinking about or **remembering** what they looked like. Tell me about a time you were **reminded** about or **remembered** something. Repeat each child's response, emphasizing the target word, as in: *Evan was **reminded** or **remembered** how much he enjoys school when he got off the bus this morning. He was excited to think about all of the fun things he would do today!**

Materials

- **Book:** *If You Give a Moose a Muffin*, by Laura Numeroff
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 31: Print Knowledge

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 'If You Give a Moose a Muffin.' Who can tell me why the "I," "Y," "G," "A," and "M" 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?*

[86]

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 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 G in it. Grace, that's the first letter in your name. Who else's name starts with a G: Gabby or Michael?*

Week 16

Lesson 32: Who and Where?

Book: *If You Give a Moose a Muffin* by Laura Numeroff

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**... **wwwash** begins with the sound **www**. Now say: **fffan** and **wwwash** start with different sounds.
3. Show one of the /s/ picture cards (**sit**) and tell the children: **sssit**... **sssit** begins with the sound **sss**. Did you hear the sound **sss** in the beginning of **sit**? Say it with me: **sss**. Then, pull a /m/ picture card (**mouse**): **mmmouse**... **mmmouse** begins with the sound **mmm**. Now say: **Ssssit** and **mmmouse** 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.

Materials

- **Book:** *If You Give a Moose a Muffin*, by Laura Numeroff
- **/s/ picture cards:** sit, sun, soap
- **/w/ picture cards:** wash, worm, one
- **/f/ picture cards:** fan, five, phone
- **/m/ picture cards:** mess, mouse, moon

[87]

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 *If You Give a Moose a Muffin*, stopping periodically to discuss the setting and characters, as in: *Who is the story about? Where does the story take place? Model the terms **character** and **setting**, as in: Dawn, they are in a house. The house is part of the story's **setting**.*
3. After reading, tell the 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 boy is throwing a muffin to the moose! He is going to tell us what happens when you give a moose a muffin.*
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 making puppets.' You are right. But tell us **who** is making the puppets.*
5. After each response, restate the child's sentence but add a little detail, as in: *Yes, **the moose** ate the muffin **outside**. Then he went **inside** the house - **in the kitchen** - where **the boy** gave him more muffins and jam.* Continue this activity until the whole book has been retold by the class.



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

Read It Again! Learners' Ladder

Lesson 32: Narrative

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.



Scaffolding Examples

Example 1:
 Teacher: *Let's tell another story about the boy and the moose. 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 the moose didn't like the muffin the boy gave him? How do you think the story would have been different? What might have happened?*

[88]

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 that a fictional story is composed of settings and characters.

Example 1:
 Teacher: *Remember, **setting** means where the story takes place. Does our story take place inside or outside?*

Example 2:
 Teacher: *Who is another **character** in our story, other than the moose and the boy: the mother or a big, brown bear?*

Week 17

Lesson 33: Decisions, Decisions

Book: *The Mitten* by Jan Brett

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?*

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 some-thing? Why did you make this **decision**?* As needed, model an answer for them, as in: *(Child A), I remember that you **decided** to share the crayons with (Child B) yesterday. Do you remember that **decision**?*

Materials

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



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

Read It Again! Learners' Ladder

Lesson 33: Vocabulary

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.

[90]

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**.



Scaffolding Examples

Example 1:
Teacher: *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?*

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!*

Week 17

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: **nnneck**... **nnneck** begins with the sound **nnnn**. Did you hear the sound **nnnn** 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**... **bbboy** and **nnneck** 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.



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

[91]

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

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.

[92]

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.



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?*

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

Example 2:
Teacher: *Nicole, your name begins with the nnnn sound. Tell me what sound your name starts with? Is it /n/ or /s/?*

Week 18

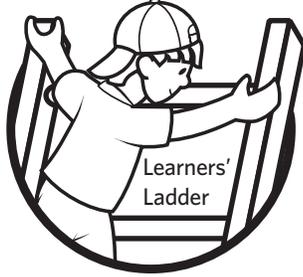
Lesson 35: Count Those Words

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.' 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.



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

[93]

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 **settle 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?*

Materials

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

Read It Again! Learners' Ladder

Lesson 35: Print Knowledge

Scaffolding Strategies

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

[94]

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 any-more 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." What is this word? (point to "quack")*

Example 2:
 Teacher: *The title is the name of the book. What is the title?*

Week 18

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 (**bed**) and tell the children: ***bbed**. Bed begins with the sound **bb**. Listen, it's a quick sound. Did you hear the sound **bb** in the begin-ning of **bed**? Make it with me- **bb**.* Then, pull a second /b/ picture card (**bath**) and say: ***bbath** begins with the sound **b...bbed** and **bbath** begin with the same sound.*
3. Show one of the /t/ picture cards (**tooth**) and tell the children: ***ttooth... ttooth** begins with the sound **ttt**. Did you hear the sound **tt** in the beginning of **tooth**? Say it with me: **tt**.* Then, hold up the /b/ picture card again (**bed**): *Remember **bbed**... begins with the sound **bb**. My lips come together in the beginning of **bboy**, but not on **ttooth**.... **bbed** and **ttooth** start with different sounds.*
4. Hold up one of the /s/ picture cards (**sit**) and tell the children: ***sssit**. 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 (**bed**): *Remember **bbed**... begins with the sound **bb**. **Bbed** and **sssit** start with different sounds.* Then, hold up the /t/ picture card (**tooth**) and tell the children: *Remember, **ttooth** begins with the sound **ttt**. **Ttooth** and **sssit** 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.

Materials

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

[95]

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.



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

Read It Again! Learners' Ladder

Lesson 36: Narrative

Scaffolding Strategies

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



Scaffolding Examples

Example 1:
 Teacher: *Remember when Farmer Allen brought their 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: *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?*

[96]

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.

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**?*

Week 19

Lesson 37: The Writing on the Page

Book: *Except When They Don't* by Laura Gehl

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 **cover** of this book has children doing different activities. The **cover** gives us a hint about the story (pointing at the cover). Do you see how the color blue is on one side of the **cover** and pink is on the opposite side? (point to the blue and the pink sides). Remember when we start the story only boys play with trucks and only girls have tea parties?*
2. Read the book *Except When They Don't*. After reading the text “*Except when they don't*” Stop and point out that those are the same **words** as the **title**. Ask: *What is different about this page? Did you notice that there aren't any other words? That must make these words important. What do you notice about the picture? Who is drinking tea?*
3. Two more times in the book point out the words 'Except when they (you) don't': *Look at these words. What do you notice about the kids in the pictures? Discuss the print being the only words on the page: We saw that the words 'except when they don't' are the only words on the page. I think that makes those words very important to our story.*

Materials

- **Book:** *Except When They Don't*, by Laura Gehl

After Reading: Vocabulary

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

Target Words: upset, cheerful, excited

1. After reading, tell the children: *The bottom ballerina looked **upset** when the pirate took her beads and pointed his sword at her. How does it make you feel when someone takes your toy without asking? Have the children say the word with you. Then, help the children to use the word by asking them why the ballerina is **upset** with the pirate.*
2. Continue to use the book to discuss the target words **cheerful** and **excited**. You could say: *The little girl with the red hair felt **cheerful** when she ran with the football. 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 who they are. **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**?**



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

Read It Again! Learners' Ladder

Lesson 37: Vocabulary

Scaffolding Strategies

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

[98]

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 the ballerina was **upset** with the pirate would she be **excited** when she was around the boys playing pirates? Why or why not?*

Example 2:
Teacher: *How did the children show they were **cheerful**?*

Example 1:
Teacher: *The ballerina was **upset** with the pirate. **Upset** means you are mad or angry at someone or something. What does **upset** mean?*

Example 2:
Teacher: *At the end of the story, the children are **excited** to play what they want. This means they were very happy. If the children are **excited** to play what they want, how do they feel?*

Week 19

Lesson 38: Listen- Those Sounds are Quick! Book: *Except When They Don't* by Laura Gehl

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 (**bed**) and tell the children: **bbed. Bed** begins with the sound **bb**. Listen, it's a quick sound. Did you hear the sound **bb** in the beginning of **bed**? Make it with me- **bb**. Then, pull a second /b/ picture card (**bath**) and say: ... **bbath** begins with the sound **bb**. **Bbed** and **bbath** begin with the same sound.
3. Show one of the /t/ picture cards (**tooth**) and tell the children: **ttooth... ttooth** begins with the sound **ttt**. Did you hear the sound **tt** in the beginning of **tooth**? Say it with me: **tt**. Then, hold up the /b/ picture card again (**bed**): Remember **bbed... bbed** begins with the sound **bb**. My lips come together in the beginning of **bbed**, but not on **ttooth**. Now say: **Bbed** and **ttooth** 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 **ttt** sound - "Katie Sue is a **tteeny** kid. A **ttiny** kid." What words started with the **ttt** sound? Additional phrases to target include: **Katie Sue kicked; kitz and kajam-mered 'em; I want Jean to jump** with me.*



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

[99]

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: *Boys play with monster trucks and like pirates.*
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, the superhero boy is playing tea party. Where are they? What is he doing?*
3. After every child response, restate the child's sentence, adding detail, as in: *The child is twirling **on their tip toes**.* Continue until the whole book has been retold by the class.

Materials

- **Book:** *Except When They Don't*, by Laura Gehl
- **/b/ picture cards:** bed, big, bath
- **/s/ picture cards:** sit, sun, soap
- **/t/ picture cards:** top, tooth, toy

Read It Again! Learners' Ladder

Lesson 38: Phonological Awareness

Scaffolding Strategies

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

[100]

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.



Scaffolding Examples

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

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

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

Example 2:
Teacher: *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**?*

Week 20

Lesson 39: Many Word Meanings

Book: *Lola Reads to Leo* by Anna McQuinn

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 *Lola Reads to Leo*. Tell them, *This is the **cover** 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: *Lola Reads to Leo* (track each word as you read it). The **author** of our book is *Anna McQuinn*. What does the author do again? That's right - the **author** writes the words in the book. Let's open to the first page.*
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?*



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

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 *Lola Reads to Leo*. Stop to discuss each target word during reading. For instance, after reading the first page you could say: *Lola's mommy is sitting next to beautiful flowers (pointing). Look how pretty the colors are! This is a **breathtaking** view. Something that is **breathtaking** is very, very beautiful.*
2. Repeat this for **breathless** and **'lose your breath'**. You could say: *When Lola met her brother, Leo, she was **left breathless!** Something that **'leaves you breathless'** is something that makes you surprised or excited. Lola was excited to meet her new baby brother, OR, When Lola saw Leo for the first time she **lost her breath!** Something that makes you **'lose your breath'** is something that excites 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 talked about when reading our story. 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**?*

Materials [101]

- **Book:** *Lola Reads to Leo*, by Anna McQuinn
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 39: Print Knowledge

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.

[102]

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 'Lola Reads to Leo'. How do you think the author came up with this title?

Example 2:
Teacher: There are two different names on the cover of this book. What does that tell us about who wrote the words and who drew the pictures?

Example 1:
Teacher: 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!

Week 20

Lesson 40: Take a Guess, Make a Rhyme

Book: *Lola Reads To Leo* by Anna McQuinn

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.

Materials

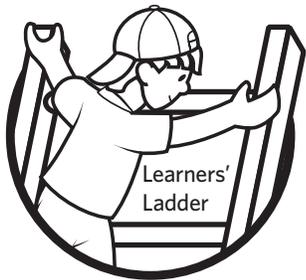
- **Book:** *Lola Reads to Leo*, by Anna McQuinn
- **OG picture cards:** dog, hog, log, frog, smog
- **Small bag or basket**
- **Large paper and marker**

[103]

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 *Lola Reads to Leo* and stop periodically to discuss how Lola must have felt to wait for her baby brother to come, then to be a big sister and have Leo living with her.
2. After reading, ask the children to think of their own experiences being surprised about something, as in: *Sometimes things happen that we don't expect to happen and people or pets in our family surprise us.* 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 older brother always liked to learn about cars. One day, my car broke and my brother surprised me by fixing 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.*



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

Read It Again! Learners' Ladder

Lesson 40: Narrative

Scaffolding Strategies

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

[104]

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 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?*

Example 1:
Teacher: *Our story is about a little girl who gets a baby brother. Let's retell together what happened in the beginning of the story. I'll start. Lola and her mommy read about having a baby brother. Help me tell some of the stories Lola read to Leo.*

Example 2:
Teacher: *At the end of our story, Lola and her family all sit down and read a story together. Tell me what happens at the end of the story.*

Week 21

Lesson 41: Changing Colors

Book: *Leonardo the Terrible Monster* by Mo Willems

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 *Leonardo the Terrible Monster*. 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: *Leonardo the Terrible Monster* (track each word as you read it). The **author** of our book is *Mo Willems* 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 *Leonardo the Terrible Monster*. During reading, pause to discuss the print and font after Leonardo scares Sam. You could say: *What do you think it means that these words are all uppercase and close together? Is Sam yelling or whispering?*

Materials

- **Book:** *Leonardo the Terrible Monster*, by Mo Willems
- **Paper and crayons** (one paper per child)

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 read about Leonardo who was not a scary monster. Some of the other monsters were scary. Who can remember some of the different ways the other monsters were scary?* Flip through the book, allowing the children to describe the different monsters. Extend their answers as in: *That's right! Connor said Eleanor was big. Eleanor was so big that we only saw her feet. I wonder what the rest of her looked like!*
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 monster. It can be one you saw in the book, or one you just think would be silly. As you draw, I am going to come around and ask you to describe your monster. I will write down what you say on your drawing.*
3. Walk around to each child, helping him or her describe the monster and writing what they say at the bottom of their drawing. For example: *Tell me about your monster. Oh, that's amazing- your monster is a robot! Is it a friendly monster or a scary monster?* Write exactly what the child says at the bottom of the page, but then extend the discussion, as in: *Your monster is a rainbow of colors. What are some of the colors you used?* Repeat this for every child in the class.



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

Read It Again! Learners' Ladder

Lesson 41: Vocabulary

Scaffolding Strategies

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

[106]

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 and use words that describe things and actions.



Scaffolding Examples

Example 1:
Teacher: *We know from our story that Leonardo was a terrible monster. What made him such a terrible monster?*

Example 2:
Teacher: *It looks like Leonardo still likes to scare Sam at the end of the book. Do you think he's doing that to be silly or to be mean?*

Example 1:
Teacher: *In the story Leonardo decides to be a wonderful monster. Do you think he will be scary or silly?*

Example 2:
Teacher: *In our story, after Leonardo found his friend, did he live happily ever after or sadly ever after?*

Week 21

Lesson 42: Tell Me About It

Book: *Leonardo the Terrible Monster* by Mo Willems

Before Reading: Phonological Awareness

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

- 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.*
- 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.
- 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.



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

[107]

During and After Reading: Narrative

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

- Read the story *Leonardo the Terrible Monster* 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: *Leonardo decided to be a wonderful monster and friend after he met Sam.*
- 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.
- 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.*
- 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:** *Leonardo the Terrible Monster*, by Mo Willems
- **ORE picture cards:** four, floor, snore, more
- **Small bag or basket**
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 42: Phonological Awareness

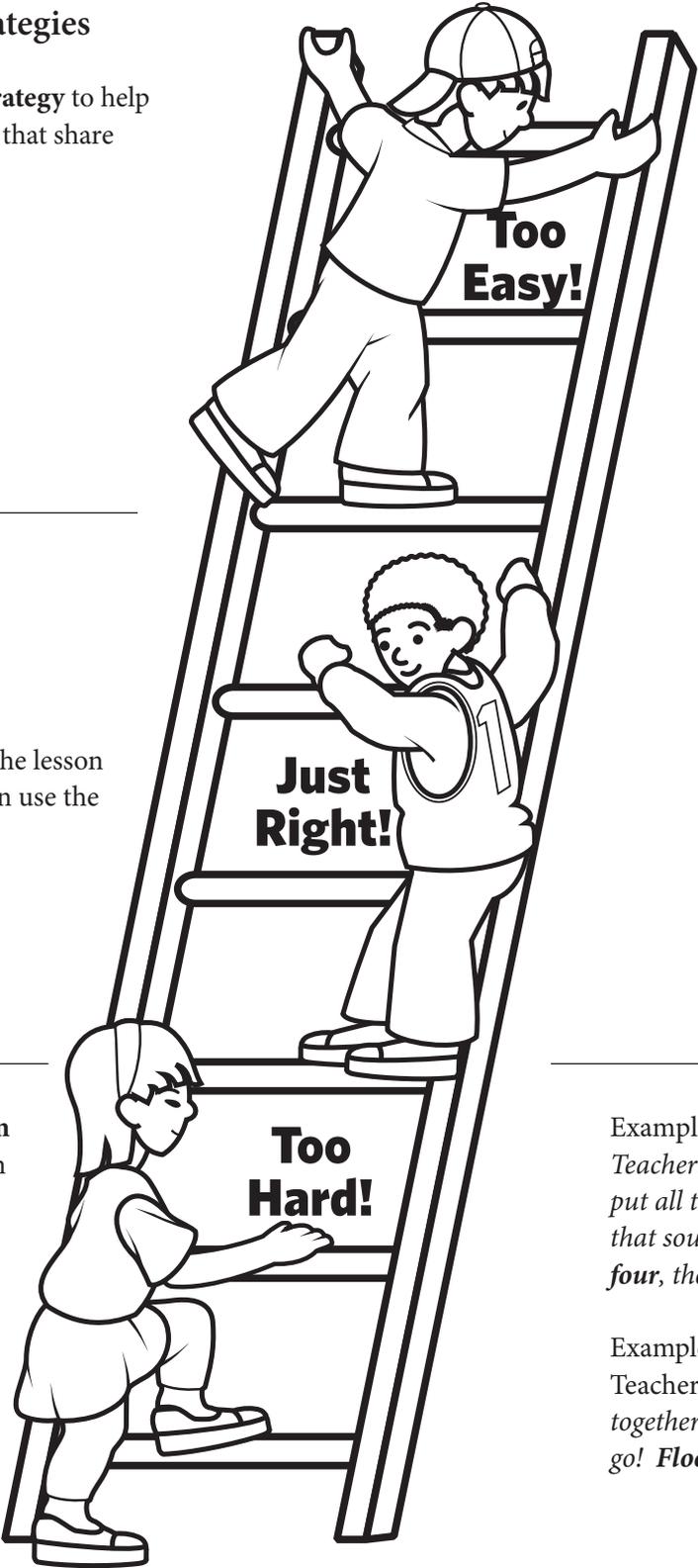
Scaffolding Strategies

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

[108]

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: *Think about when you have a birthday! Sometimes you have a special cake. Let's think of words that rhyme with cake.*

Example 1:
 Teacher: *Come on up here and help me put all the cards together that have words that sound the same. Let's start with four, then floor....*

Example 2:
 Teacher: *Okay, let's say our rhyming words together when I hold up the cards. Ready, go! Floor, four, snore, more!*



REMINDER:
Pupil Progress Checklist

REMEMBER!

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

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



Week 22

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.



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

[111]

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**

Read It Again! Learners' Ladder

Lesson 43: Print Knowledge

Scaffolding Strategies

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

[112]

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 the difference between letters and words.



Scaffolding Examples

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?*

Example 1:
Teacher: *This is the letter "B" in Bunny. 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?*

Week 22

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.*

Materials

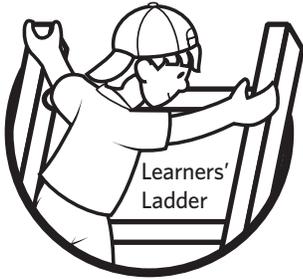
- **Book:** *Bunny Cakes*, by Rosemary Wells
- **AKE picture cards:** cake, rake, snake, lake, break
- **Small bag or basket**
- **Large paper and marker**

[113]

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 hold-ing 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: *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.***



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

Read It Again! Learners' Ladder

Lesson 44: Narrative

Scaffolding Strategies

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

[114]

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.



Scaffolding Examples

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: *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?*

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?*

Week 23

Lesson 45: The Many Meanings of Words

Book: *Brave* by Stacy McAnulty

Before and During Reading: Print Knowledge

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

1. Hold up the book *Brave* for the children to see. Tell the children: *Our title has one **word** (track the word as you say it): *Brave*.*
2. Draw the children’s attention to the first letter of the word in the title, as in: *Each of these letters in the word BRAVE is a large letter or an uppercase letter. Look, this word (track the whole word BRAVE). begins with an uppercase B (point to the letter).*
3. When reading, pause periodically to discuss how letters make up words. You could say: *Let’s look at this sign; it says ‘My Hero’ How many letters are in the word Hero? That’s right! **Hero** is made up of 4 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.

Materials

- **Book:** *Brave*, by Stacy McAnulty

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: leads, back

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 **leads** appears. Here the book talks about how a brave kid leads the team. This word says **leads** (track the word). **Leads** can be when you are the first person in line. Or it can mean ropes that a rider uses to guide a horse. What do you think **leads** means here? Why?* Help the children identify the definition of **leads** which applies. Guide the children using the picture and text to help.
2. Repeat this for the word **back**. You could say: *The word **back** can mean on the opposite side of your stomach and chest (reach around and touch your back to show the class) **Back** is also a way you can move. What do you think the word **back** means here? Why?*



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

Read It Again! Learners' Ladder

Lesson 45: Vocabulary

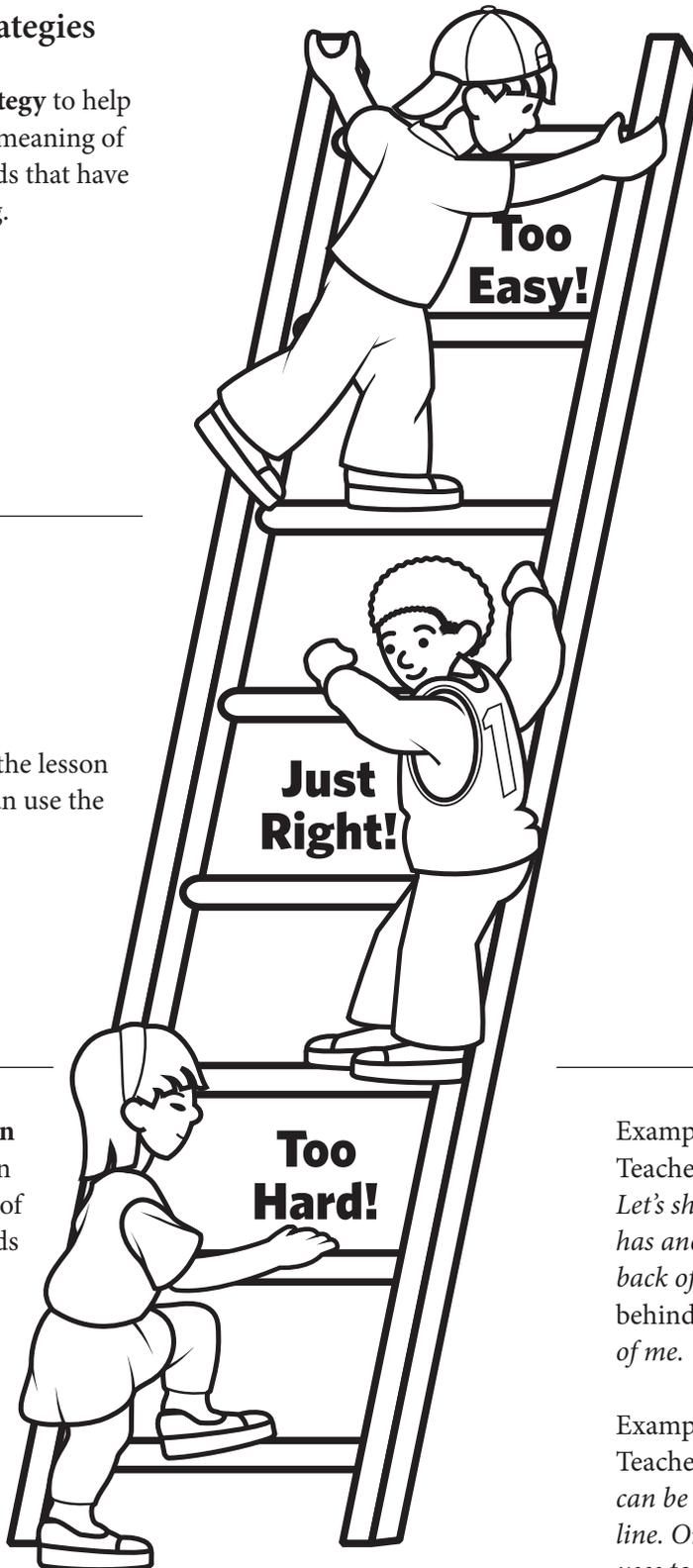
Scaffolding Strategies

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

[116]

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 a person in the front of a line is doing? I'm thinking of a word that has two meanings.*

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: *Come up here and kneel by me. Let's show everyone that the word "back" has another meaning different from the back of your body. (Move the child behind you) See now (Child A) is in back of me.*

Example 2:
Teacher: *Call out with me the word that can be when you are the first person in line. Or it can mean ropes that a rider uses to guide a horse. Leads!*

Week 23

Lesson 46: Guess the Rhyming Pair! Book: *Brave* by Stacy McAnulty

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.



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

[117]

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 *Brave* and stop periodically to discuss events relating to the book's theme of "bravery can look like many different things". Summarize the events at the end of the reading, as in: *We read about many different ways that kids can be brave.*
2. After reading, ask the children to think of their own experience, as in: *What are some ways we can be brave?* Provide children a few moments to think of what they want to share. 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: *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:** *Brave*, by Stacy McAnulty
- **ED picture cards:** red, bed, head, bread
- **Small bag or basket**
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 46: Phonological Awareness

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.

[118]

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: 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**?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Week 24

Lesson 47: What Sound Begins this Word?

Book: *The Word Collector* by Peter H. Reynolds

Before and During Reading: Print Knowledge

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

1. Hold up the book *The Word Collector* for the children to see. Tell the children: *Our title has three **words*** (track each word as you say it): *The Word Collector*.
2. Draw the children’s attention to the difference between uppercase and lowercase letters by pointing out letters in the title. You could say: *Some of the **words** in the title of our book are written in large, uppercase **letters** and some are written in small, lowercase letters. Look, at this word (track the whole word **the**) begins with an uppercase **T** (point to the letter) and this word (track the word **word**) begins with an uppercase **W** (point). Come point to the uppercase letter that begins this word (track the word **collector**). That’s right - you pointed to an uppercase **C**.*
3. Pause periodically during reading to discuss how letters make up words. You could say: *Let’s look at the word **collect** on this page and the word **comic** on this page (track each word). Which word do you think is longer? How many letters make up the word **collect**? How many letters make up the word **comic**? Let’s count them together. **Collect** is made up of 7 letters and **comic** is made up of 5 letters. **Collect** is a longer word than **comic**!*



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

[119]

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: short, sweet

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 (**short, sweet**) are at the top. *This word says **short** (track the word). **Short** can mean different things: It can mean to be little in length or height, or it can mean not having very much time, and it can mean being easily upset. What do you think **short** means here? Why?* Help children identify the definition of short which applies. Guide their observation using the pictures and the text.
2. Repeat this for the word **sweet**. Explore the multiple meanings of **sweet**. You could say: *The word **sweet** can mean a happy feeling, or a good taste, or very loved.* Explore the pictures and text to help children identify the definition of sweet which applies in this book. *What do you think the word **sweet** means here, let’s read the words Jerome wrote and figure it out together!*

Materials

- **Book:** *The Word Collector*, by Peter H. Reynolds

Read It Again! Learners' Ladder

Lesson 47: Print Knowledge

Scaffolding Strategies

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

[120]

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 book! What word do you think we'll see with the book?*

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

Example 1:
 Teacher: *This is the word "bellow" And these are the letters b-e-l-l-o-w. Let's make the letters in "bellow" together with our finger.*

Example 2:
 Teacher: *Come on up here and point to the word marvelous with me. It starts with the letter 'm'.*

Week 24

Lesson 48: Tell Me Your Story

Book: *The Word Collector* by Peter H. Reynolds

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 **ffffan**. Do you hear the first sound in **ffffan**? What do you hear? That's right! **Effan** starts with the **ffff** 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 their 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.

Materials

- **Book:** *The Word Collector*, by Peter H. Reynolds

[121]

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 Word Collector* and stop periodically to discuss events relating to the book's theme of "words are important". When finished, summarize the book. You could say: *Jerome started collecting words that he liked for himself. After they got mixed up he liked putting them together in new ways and sharing them. He learned that sharing words with others is important.*
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.**



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

Read It Again! Learners' Ladder

Lesson 48: Narrative

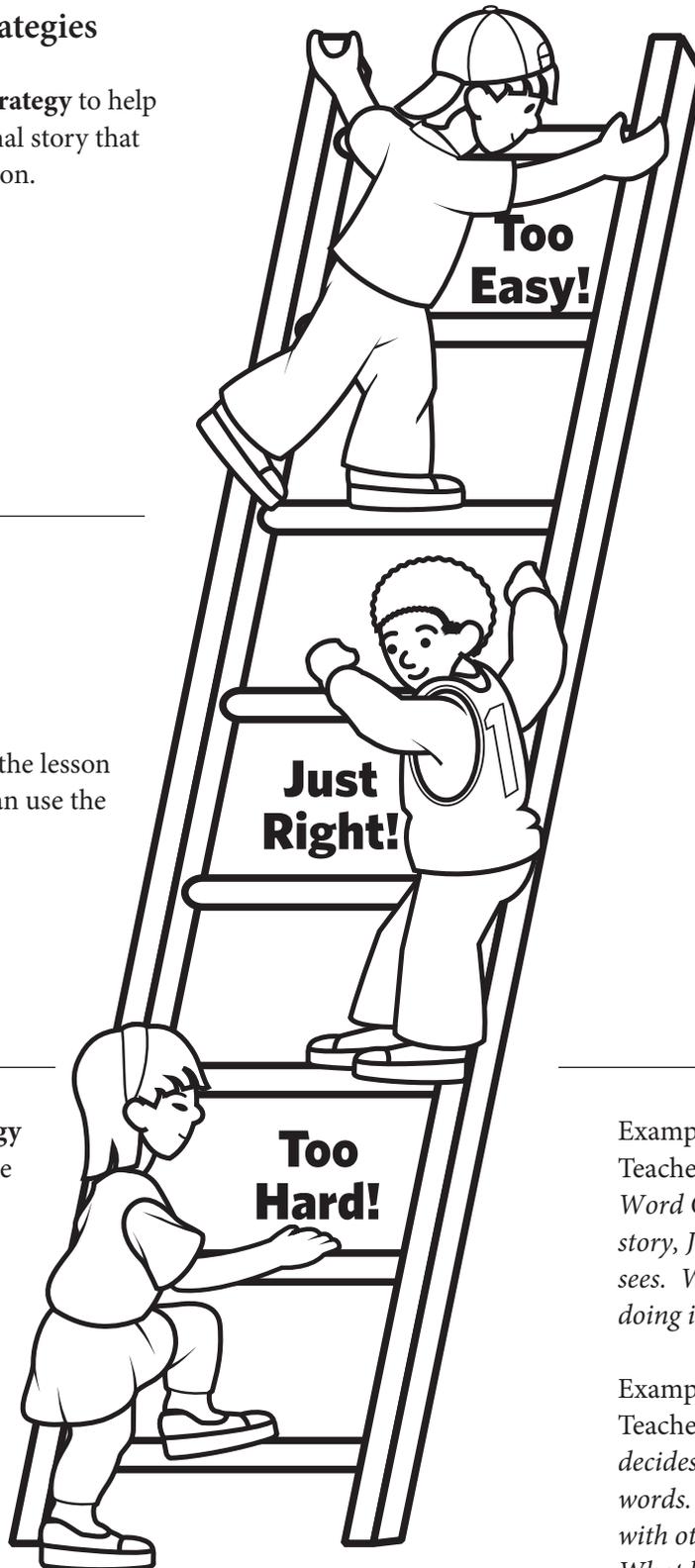
Scaffolding Strategies

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

[122]

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 story with a clear beginning, middle, and end.



Scaffolding Examples

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.*

Example 1:
 Teacher: *So we have finished reading 'The Word Collector'. In the beginning of the story, Jerome collects words he hears and sees. Who can tell me what Jerome is doing in the very beginning of the story?*

Example 2:
 Teacher: *At the end of our story, Jerome decides to do something special with his words. He decides to share all of his words with others and that makes him happy! What happens at the end of our story?*

Week 25

Lesson 49: Letter! Word!

Book: *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

Before and During Reading: Print Knowledge

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

1. Hold up the book *How Do Dinosaurs Go to School?* for the children to see. Read the title, point to each word, and then say: *Our title has six **words** (track each word as you say it): How Do Dinosaurs Go to School?* Then, draw the children’s attention to the length of the words. *I see two long words and four short words in our title. Paul, can you point to a short word? That’s right! This word is ‘**How**’ (track the word). It is made up of three letters (point to each letter as you say): h-o-w. The words **Dinosaurs** (track the word) and **School** (track the word) are longer words with 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.

Materials

- **Book:** *How Do Dinosaurs Go to School?*, by Jane Yolen and Mark Teague
- **Large paper and marker**

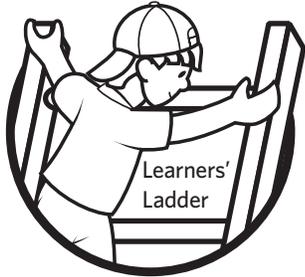
[123]

After Reading: Vocabulary

Learning Objective 2: To understand and use words for the names of unfamiliar actions (verbs).

Target Words: interrupt, fidget, tidy

1. Read the book *How Do Dinosaurs Go to School?* Stop to discuss each target word at least three times during reading. For example, you could say: *On this page the dinosaur is **interrupting** another student’s show-and-tell. What do you think he is doing? What does **interrupt** mean?* (Allow children to comment, then provide feedback.) *To **interrupt** means to stop someone from doing something. The dinosaur **interrupted** the little girl, so she did not get to finish her turn at show-and-tell. Have you ever been **interrupted** by someone? How did that make you feel?*
2. Continue with the other key words: **fidget, tidy**. Help the children to expand their understanding through questioning. You could say: *The dinosaur just can’t sit still -he **fidgets** in his chair. What do you think **fidget** might mean? To **fidget** means to wiggle or move around. Do you ever **fidget** in your seat during class? OR, Here it says the dinosaur **tidies** his desk before he leaves for the day. What does it mean to **tidy** something? To **tidy** means to clean. When have you **tidied** something?*
3. After reading, allow each child to tell you why **interrupting** is bad and **tidying** something is good. You could say: *The teacher doesn’t look happy that the dinosaur **interrupted** during show-and-tell. Why do you think the teacher is upset with the dinosaur? OR, The teacher looks pleased that the dinosaur **tidied** his desk before leaving. Why do you think the teacher is happy?*



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

Read It Again! Learners' Ladder

Lesson 49: Vocabulary

Scaffolding Strategies

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

[124]

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: *Tell the class about a time when someone **interrupted** you.*

Example 2:
Teacher: *I want everyone to share something that they think they should **tidy**.*

Example 1:
Teacher: *Come up here and help me **tidy** up the board (erasing the chalk or white board).*

Example 2:
Teacher: *This is how we say the word "**interrupt**." Let's say it together.*

Week 25

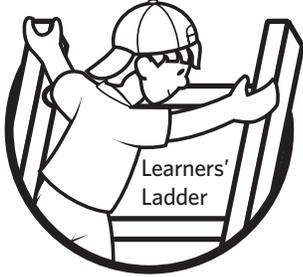
Lesson 50: Match the Sound in Your Name

Book: *How Do Dinosaurs Go to School* by Jane Yolen & Mark Teague

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 **ffffan**. Do you hear the first sound in **ffffan**? What do you hear? That's right! **Fffan** starts with the **ffff** 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 their 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.



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

[125]

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 *How Do Dinosaurs Go to School?* and stop periodically to discuss events which take place during the school day. You could say: *First, the dinosaurs have to get to school. We see that some dinosaurs take a car and others take the bus. While they are at school dinosaurs do a lot of things!*
2. After reading, ask the children to think of all the things that the dinosaurs did during the school day, as in: *What were some of the things that the dinosaurs did at school?* Repeat and expand their answers, as in: *That's right! They went to recess. The dinosaurs played with their friends and growled at the bullies during recess.*
3. Tell the children they are going to make up their own story about a day at school. You could say: *Let's pretend you were a dinosaur going to school. What would your day be like?* Give the children a few moments to think about what they would do.
4. Provide your own narrative, as in: *If I were a dinosaur going to school, first I would fly there! Then I would listen to my teacher. Next, I would play with my friends at recess. Finally, I would help to clean the classroom before flying home at the end of the day.*
5. Now, ask three children to provide their own story, as in: *Zora, tell me a story about what you would do if you were a dinosaur going to school.* Repeat their ideas, adding details to model a story with a clear **beginning, middle, and end.**

Materials

- **Book:** *How Do Dinosaurs Go to School?*, by Jane Yolen and Mark Teague

Read It Again! Learners' Ladder

Lesson 50: Phonological Awareness

Scaffolding Strategies

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

[126]

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.



Scaffolding Examples

Example 1:
Teacher: *Ffffox, fffffan, mmmuffin, and fffffull. Andy, tell us which word is different and tell us why.*

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

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 ttttoe, tttop or mmmop? Which of these words have the same first sound?*

Week 26

Lesson 51: Short or Long? Book: *Leonardo the Terrible Monster* by Mo Willems

Before Reading: Print Knowledge

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

1. Hold up the book *Leonardo the Terrible Monster* for the children to see. Read the title, point to each word, and then say: *Our title has four words* (track each word as you say it): *Leonardo the Terrible Monster*. Then, draw the children’s attention to the length of the words, as in: *Most of the words in the title are long! Ginny, point to a word in the title you think is long.* (Help child run finger under the entire word.) *Ginny pointed to the word Leonardo. The word Leonardo* (track the word) *has 8 letters: L-E-O-N-A-R-D-O* (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.



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

[127]

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 *Leonardo the Terrible Monster*. Stop to discuss the target word at least three times during reading. For example, you could say: *The monsters each have something unique. Unique is something that makes you special. Something that makes you who you are. Here Tony has 1,642 teeth, which makes him unique when compared to other monsters.*
2. Discuss this key word throughout the book, and allow each child to tell you what they think is **unique** about some of the monsters. You could say: *Leonardo didn’t have lots of teeth and he wasn’t really big. But what do you think makes him unique?* Repeat each child’s response, emphasizing the target word, as in: *Cora said, ‘Leonardo wasn’t a scary monster, but being a good friend makes him unique.’*
3. After reading, allow each child to tell you something that is **unique** about themselves. 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:** *Leonardo the Terrible Monster*, by Mo Willems

Read It Again! Learners' Ladder

Lesson 51: Print Knowledge

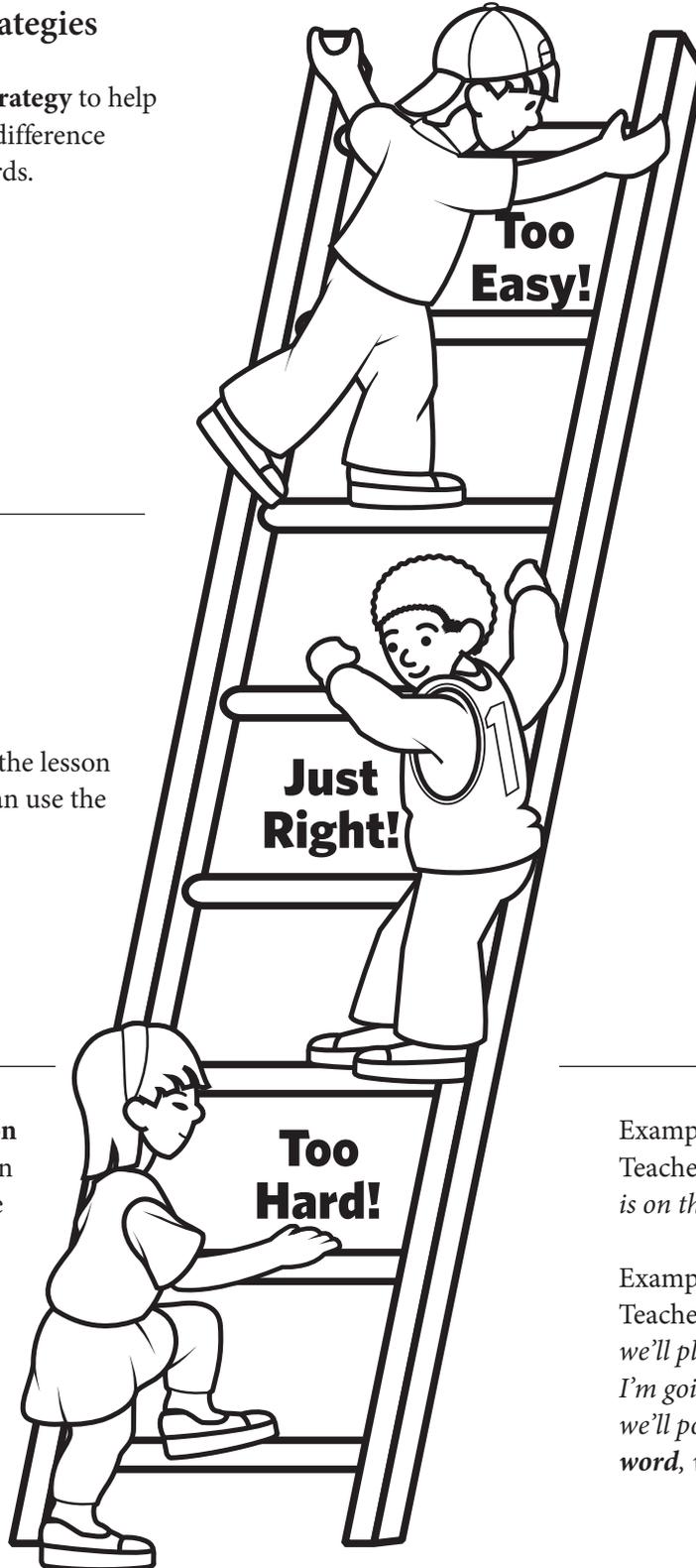
Scaffolding Strategies

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

[128]

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: *Come on up here and point to the letter in the title that is the same as in your first name.*

Example 2:
 Teacher: *Point to a word that has a lot of letters. How many letters does that word have? Let's count together.*

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

Example 2:
 Teacher: *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: *Leonardo the Terrible Monster* by Mo Willems

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 ffffan. Do you hear the first sound in ffffan? What do you hear? That's right! Fffffan starts with the ffff 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.

Materials

- **Book:** *Leonardo the Terrible Monster*, by Mo Willems
- **Name Cards**
- **Small bag or basket**
- **Large paper and marker**

[129]

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 *Leonardo the Terrible Monster* 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.



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

Read It Again! Learners' Ladder

Lesson 52: Narrative

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.

[130]

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 Leonardo and Sam in our story. At first both of them are sad, but then they are happy when they find a friend. 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: *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?*

Week 27

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**.*

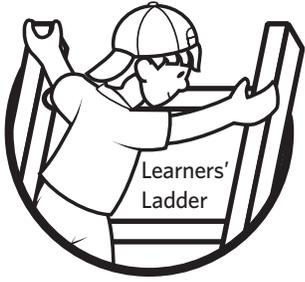
Materials

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

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!*



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

Read It Again! Learners' Ladder

Lesson 53: Vocabulary

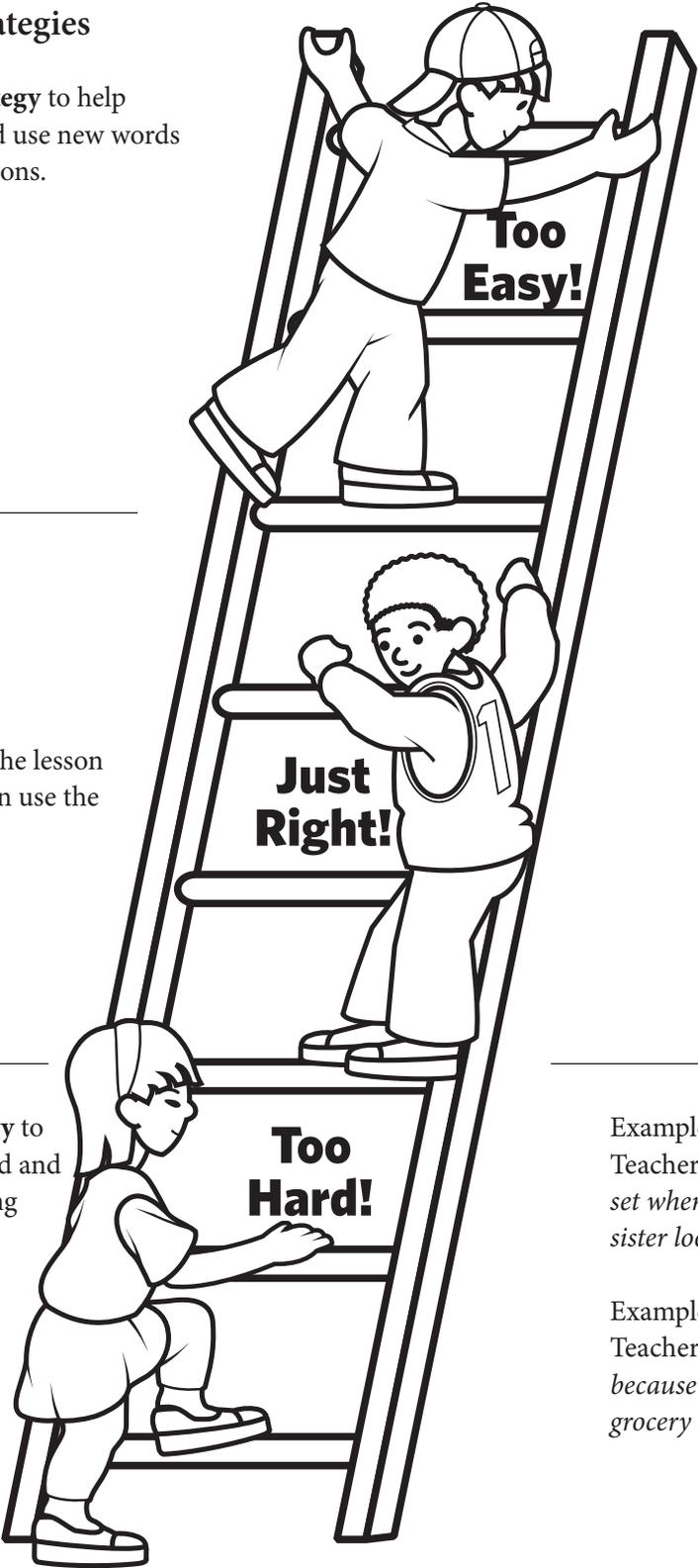
Scaffolding Strategies

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

[132]

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 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. Is this grocery list short or long?*

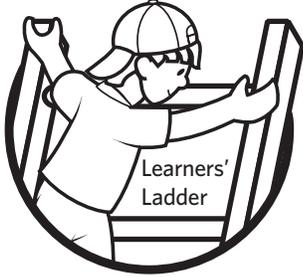
Week 27

Lesson 54: Say It! Book: *Bunny Cakes* by Rosemary Wells

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 ffffan. Do you hear the first sound in ffffan? That's right! Ffffan starts with the ffff 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... sssun starts with the ssss sound. Who can think of another word that starts with the ssss 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.



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

[133]

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 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.

[134]

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: *Natalie, your name starts with the 'nnnn' sound. Is that the same sound that Sam's name starts with?*

Example 2:
 Teacher: *How many things do you see in our class-room that begin with the 'ddd' sound?*

Example 1:
 Teacher: *The word **sun** starts with the 'sss' sound. What word starts with the 'sss' sound?*

Example 2:
 Teacher: *Ashton, the word **mouse** starts with the 'mmmm' sound. Which word starts with the 'mmmm' sound?*

Week 28

Lesson 55: Leaves and Trees

Book: *Brave* by Stacy McAnulty

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 *Brave*. You could say: *We have seen this book before. Does anyone remember its name? Help me read the word.* Point to the word as you read: *Brave*.
2. Tell the children: *In our title we see the word Brave one time. We see it here.* (point to the first instance, tracking the word) *Thomas, come show me the word brave in our title.*
3. *Tell the children: The title of the story tells us what it is about. What do you think this story is about? Do you remember any of the brave children that were in the book? Let's read the words on the pages to learn more about the children and what makes them brave.*
4. Read the book *Brave*. During reading, pause periodically to discuss how the words on the page help us to learn more about the children and their activities. You could say: *Look at this word. Angel, do you remember what this word is? We saw this word in our title. That's right - brave! This word says brave. I also see the word brave right here* (track the word in the picture). *What are the children doing in this picture that is brave?*



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

After Reading: Vocabulary

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

Target Words: team, world

1. Place the large paper so all the children can see it. At the top, write the phrase: "Words from Brave." Tell the children: *Let's talk about some of the new words we heard. Let's talk about the words team and world.* 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 team. What is a team?* As children provide answers, record what they say next to the word team on the large piece of paper. Do the same for the word world.
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: *Teams are a group working together. Some teams play sports. Do any of you play a sport on a team? World means the earth and the people and plants and animals on it. Look at the picture, how would you describe the people helping save the world? Are they working together? They are working as a team!*

Materials

- **Book:** *Brave*, by Stacy McAnulty
- **Large paper and marker**

Read It Again! Learners' Ladder

Lesson 55: Print Knowledge

Scaffolding Strategies

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

[136]

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.



Scaffolding Examples

Example 1:
Teacher: *You knew that this word **brave** was the same as this word **brave**. How did you know that?*

Example 2:
Teacher: *The way words are written can help us understand what they mean. What do you think these signs might say?*

Example 1:
Teacher: *This word is **brave** and this word is **brave**. Come on up here and help me point to the word that says **brave**.*

Example 2:
Teacher: *This word is **kid**. When I point to the word **kid** everyone say it with me.*

Week 28

Lesson 56: What's Your Story? Book: *Brave* by Stacy McAnulty

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 **ffffan**. Do you hear the first sound in **ffffan**? What do you hear? That's right! **Fffan** starts with the **ffff** 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 **sssun**... **ssun** starts with the **ssss** sound. Who can think of another word that starts with **ssss**?* 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.

Materials

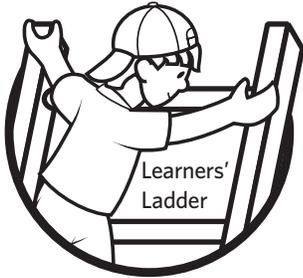
- **Book:** *Brave*, by Stacy McAnulty
- **Small bag or basket**
- **/s/ picture cards:** sit, sun, soap
- **/w/ picture cards:** wash, worm, one
- **/f/ picture cards:** fan, five, phone
- **/m/ picture cards:** mess, mouse, moon
- **Large paper and marker**

[137]

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 *Brave*, 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 Buster had a favorite tree. Buster remembers when the tree was first planted. First...* Ask the children what happened **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 **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.



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

Read It Again! Learners' Ladder

Lesson 56: Narrative

Scaffolding Strategies

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

[138]

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: *(Child A), tell us a story about how you think you would feel if (Child B) gave you their 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: *Tell a story about the time you went on a bike ride with your brother. Where should we start?*

Example 2:
Teacher: *(Child A), were you upset or were you happy when (Child B) pulled your hair? Tell us a story about that time. Don't forget to tell us what happened first.*

Week 29

Lesson 57: Guess the Word

Book: *The Word Collector* by Peter H. Reynolds

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 Word Collector*. 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 – Word – Collector.*
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 Word Collector*. 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) *"Jerome collected **words**."* (point to the word **words**). *Garret, what do you think this word says? Remember - what was Jerome collecting? That’s right! He collects **words**. This word says **words**.* For some words, you may add to the text in order to support children’s recognition of the words, as in: (reading) *"Jerome slipped and his words went **flying!**"* *What do you think this says? What happened to the words when Jerome slipped?* Continue this process for words in large font throughout the book.

Materials

- **Book:** *The Word Collector*, by Peter H. Reynolds
- **Large paper and marker**

[139]

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 Words."* Tell the children: *After Jerome slipped and the words went flying he learned that different words could go together!*
2. Show the pictures in the book to help children talk about the words going all over, then Jerome hanging them up and stringing them **across** the page and **over** the ground.
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 the words are on the string; they are hanging **over** the ground and **above** the buckets. Look at how they are hanging **on** the string **across** the pages.*
4. After recording all the children’s responses, re-read your list and then have the children repeat it.



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

Read It Again! Learners' Ladder

Lesson 57: Vocabulary

Scaffolding Strategies

Use the **generalizing strategy** to help children understand, use, and compare new words representing spatial concepts.

[140]

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

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



Scaffolding Examples

Example 1:
Teacher: *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**. You told us that you sleep on the bottom bunk. Does that mean you sleep **above** your brother?*

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?*

Week 29

Lesson 58: Catch the Sound When I Read

Book: *The Word Collector* by Peter H. Reynolds

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 Word Collector* and pause periodically to point out or discuss words starting with **ssss**.*



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

[141]

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 Word Collector*, by Peter H. Reynolds
- **Large paper or whiteboard and marker**

Read It Again! Learners' Ladder

Lesson 58: Phonological Awareness

Scaffolding Strategies

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

[142]

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.



Scaffolding Examples

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. Why will I start a new list for the word **moon**?

Example 1:
Teacher: Listen to the first sound in this word. **Ssssloth**. Repeat that word with me, making a nice long 'sss' sound.

Example 2:
Teacher: Hold my hand and let's walk around the room and point to things that start with the 'mmmm' sound.

Week 30

Lesson 59: You Can Read It!

Book: *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

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 *How Do Dinosaurs Go to School?* Say: *We have seen this book before. Does anyone remember its name? Help me read the words.* Encourage children’s participation by reading the words slowly and pausing between each word as you point: *How-do-Dinosaurs-Go-to-School?*
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 *How Do Dinosaurs Go to School?* During reading, point out environmental print in the illustrations. For example, you could say: *Look at the picture of this dinosaur trying to catch a ride to school. I read these words up here (pointing to text on the page). Look closely! There are some other words on this page. Can you find them? There are more words written right here on the top of the bus (pointing). What do you think these words might say?*
4. Continue to read, pointing out other examples of environmental print such as “show and tell” on the blackboard and alphabet letters on charts and blocks.



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

[143]

After Reading: Vocabulary

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

Target Words: *imagine, believe*

1. After reading, tell the children: *Let’s **imagine** for a moment that a dinosaur came to our school. What would he look like? What would he do?*
2. Say: *We came up with some really interesting ideas about what a dinosaur looks like and what he might do. Has a dinosaur actually ever come to our school? No! Then how did you know what words to use to describe him? You **imagined**, didn’t you! To **imagine** means to dream or guess. We’ve never really seen a dinosaur, but we can **imagine** what one might look like and what one might do if he ever came to our school.*
3. Continue with the target word **believe**. You might say: *Do you **believe** that a dinosaur would ever come to our school? Let’s think about that word for a minute: **believe**. To **believe** means to think or to accept something as true. I don’t **believe**, or think, that a dinosaur would ever come to our school, but I can still have fun **imagining** what might happen if one ever did!*

Materials

- **Book:** *How Do Dinosaurs Go to School?*, by Jane Yolen and Mark Teague

Read It Again! Learners' Ladder

Lesson 59: Print Knowledge

Scaffolding Strategies

Use the **generalizing strategy** to recognize several common sight words, including environmental print.

[144]

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: *You ride the bus to school, right? Do you think you can find the words 'school bus' on this page?*

Example 1:
Teacher: *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: *Come up and help me find the word **dinosaur**. It's on a couple pages of this book, remember?*

Week 30

Lesson 60: The End

Book: *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

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**.*

Materials

- **Book:** *How Do Dinosaurs Go to School?*, by Jane Yolen and Mark Teague
- **Large paper and marker**

[145]

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.



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

Read It Again! Learners' Ladder

Lesson 60: Narrative

Scaffolding Strategies

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

[146]

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.



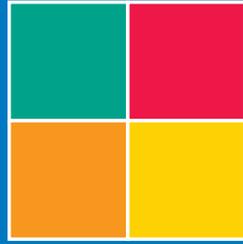
Scaffolding Examples

Example 1:
Teacher: *We are going to the zoo next week. Tell us a story about what you think we might see at the zoo.*

Example 2:
Teacher: *You just got a new baby sibling. Tell us about how you felt when you met your sibling for the first time.*

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?*



Read It Again-PreK!

Pupil Progress Checklist

Instructions for Pupil Progress Checklist:

Designed for use three times during the year: after week 2, week 12 and week 21.

This is a tool to monitor each child's development of specific skills aligned with objectives in each of the four domains (print knowledge, vocabulary, phonological awareness, narrative).

Directions:

One form should be completed for each child three times during the year (after week 2, week 12, and week 21).

Circle or highlight the letter that best describes how well the child performs the skill: Acquiring (A), Building (B), or Competent (C). Use the following indicators for differentiating A, B, and C.

Development of skills is rated as:

Acquiring: child never or occasionally demonstrates the skill;

Building: child often demonstrates the skill, but is not yet consistent and/or requires assistance;

Competent: child consistently demonstrates the skill.



Read It Again-PreK!

Pupil Progress Checklist

Child's Name: _____

Date: _____

Teacher's Name: _____

Directions: Circle the letter that best describes how well the child performs the skill: Acquiring (A), Building (B), or Competent (C). Use the following indicators for differentiating A, B, and C.

Acquiring: Child never or occasionally demonstrates the skill

Building: Child often demonstrates the skill, but is not yet consistent and/or requires assistance

Competent: Child consistently demonstrates the skill

Print Knowledge The child:	Week 2			Week 12			Week 21		
1. recognizes that print carries meaning and distinguishes print from pictures	A	B	C	A	B	C	A	B	C
2. recognizes the left-to-right and top-to-bottom directionality of print	A	B	C	A	B	C	A	B	C
3. identifies some upper-case letters, including those in own name and those of some friends or family members	A	B	C	A	B	C	A	B	C
4. understands and uses new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write)	A	B	C	A	B	C	A	B	C
5. recognizes the difference between letters and words	A	B	C	A	B	C	A	B	C
6. recognizes some common sight words, including environmental print	A	B	C	A	B	C	A	B	C
Notes:									
Vocabulary The child:	Week 2			Week 12			Week 21		
1. understands and uses words for the names of unfamiliar objects (nouns) and actions (verbs) and that describe things and actions (adjectives and adverbs)	A	B	C	A	B	C	A	B	C
2. understands and uses new words representing spatial concepts (e.g., over, under, above, beside, etc.)	A	B	C	A	B	C	A	B	C
3. understands and uses new words representing time concepts (e.g., first, second, third; before, after, then, during, once)	A	B	C	A	B	C	A	B	C
4. talks about the meaning of new words, including how words can have more than one meaning	A	B	C	A	B	C	A	B	C
5. understands and uses new words representing feelings (e.g., embarrassed, disgusted, sad, joyful)	A	B	C	A	B	C	A	B	C
6. understands and uses new words representing thinking processes (e.g., believe, dream, imagine, think, remember)	A	B	C	A	B	C	A	B	C
Notes:									

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Read It Again-PreK!

Pupil Progress Checklist

Child's Name: _____ Date: _____

Teacher's Name: _____

Directions: Circle the letter that best describes how well the child performs the skill: Acquiring (A), Building (B), or Competent (C). Use the following indicators for differentiating A, B, and C.

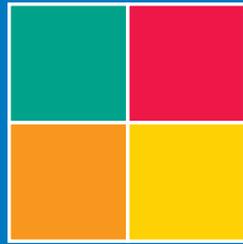
Acquiring: Child never or occasionally demonstrates the skill

Building: Child often demonstrates the skill, but is not yet consistent and/or requires assistance

Competent: Child consistently demonstrates the skill

Phonological Awareness The child:	Week 2			Week 12			Week 21		
1. identifies when two words or sounds are the same (e.g., dog-dog, d-d) and when they are different (e.g., dog-man, d-m)	A	B	C	A	B	C	A	B	C
2. identifies when two words share a rhyming pattern	A	B	C	A	B	C	A	B	C
3. produces words that share a rhyming pattern	A	B	C	A	B	C	A	B	C
4. segments words into syllables and blends syllables into words	A	B	C	A	B	C	A	B	C
5. identifies when two words share the same first sound	A	B	C	A	B	C	A	B	C
6. produces a word starting with a specific first sound	A	B	C	A	B	C	A	B	C
Notes:									
Narrative The child:	Week 2			Week 12			Week 21		
1. identifies and describes the setting and characters of a story	A	B	C	A	B	C	A	B	C
2. identifies and describes one or more major actions or events in a story	A	B	C	A	B	C	A	B	C
3. orders three or more major events in a story	A	B	C	A	B	C	A	B	C
4. produces a fictional story that has a setting and characters	A	B	C	A	B	C	A	B	C
5. produces a fictional or personal story that has a clear beginning, middle, and end	A	B	C	A	B	C	A	B	C
6. shares feelings, ideas, or experiences in a single story that are precise and understandable	A	B	C	A	B	C	A	B	C
Notes:									

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Read It Again-PreK!

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PALS

R4S PALS Upper -Case Letter Identification

(Uppercase Alphabet Knowledge Task)

The PreK Assessment Protocol (PALS) assesses a child's uppercase alphabet letter knowledge. Teachers will complete this assessment three times per year (after week 2, week 12, week 21).

WHAT YOU NEED:

- Uppercase Alphabet Knowledge score sheet.
 - Child's name
 - Assessor name
 - Assessment date
- Uppercase Alphabet Knowledge testing page (page with letters).
- Place marker (such as a sheet of paper or pointer).

WHAT YOU DO:

- Put the Alphabet Knowledge testing sheet in front of the child.
- Say, "I would like for you to point to each letter. As you point to the letter, tell me the name of that letter. If you come to a letter you do not know, you may say, 'I don't know' and move on to the next letter. Ready? Let's begin..."
- If the child is distracted, the assessor can point to the letters or use the card with the cut-out to display one letter at a time. The child may also choose to point to the letter themselves.

HOW YOU SCORE:

- Record the child's responses in the appropriate spaces on the score sheet. Select "Y" for "yes" when the child answered correctly. Select "N" for "no" when the child misidentifies the letter. Select "N" for "no" when the child says they don't know.

WHEN YOU STOP:

- There is no time limit.
- If the child doesn't want to do the task, becomes frustrated, or is struggling uncomfortably, stop testing. Indicate on the score sheet if the test was discontinued.

DO smile, use the child's name, and be open and welcoming.

DO NOT give overt or covert signs of approval. Do not hesitate at incorrect letters. Do not nod and say, "Uh-huh", "Good", etc. at correct letters.

After testing is complete, you may give the child some validation, such as, "Thank you so much."

PALS—Uppercase Alphabet Knowledge—Testing Page

M	G	S	I
B	X	L	Q
H	W	T	R
J	C	O	V
P	F	D	U
A	Y	N	Z
	K	E	

R4S PALS Upper-Case Letter Identification

Child's Name:
Teacher Name:

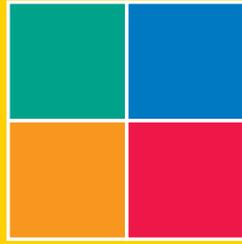
Directions:

Complete this assessment using the provided PALS assessment page. Record the child's responses in the appropriate spaces on the score sheet. Select Yes when the child answers correctly. Select No when the child misidentifies the letter or the child says they don't know.

Week 2		
DATE:		
M	Yes	No
G	Yes	No
S	Yes	No
I	Yes	No
B	Yes	No
X	Yes	No
L	Yes	No
Q	Yes	No
H	Yes	No
W	Yes	No
T	Yes	No
R	Yes	No
J	Yes	No
C	Yes	No
O	Yes	No
V	Yes	No
P	Yes	No
F	Yes	No
D	Yes	No
U	Yes	No
A	Yes	No
Y	Yes	No
N	Yes	No
Z	Yes	No
K	Yes	No
E	Yes	No
SCORE		

Week 12		
DATE:		
M	Yes	No
G	Yes	No
S	Yes	No
I	Yes	No
B	Yes	No
X	Yes	No
L	Yes	No
Q	Yes	No
H	Yes	No
W	Yes	No
T	Yes	No
R	Yes	No
J	Yes	No
C	Yes	No
O	Yes	No
V	Yes	No
P	Yes	No
F	Yes	No
D	Yes	No
U	Yes	No
A	Yes	No
Y	Yes	No
N	Yes	No
Z	Yes	No
K	Yes	No
E	Yes	No
SCORE		

Week 21		
DATE:		
M	Yes	No
G	Yes	No
S	Yes	No
I	Yes	No
B	Yes	No
X	Yes	No
L	Yes	No
Q	Yes	No
H	Yes	No
W	Yes	No
T	Yes	No
R	Yes	No
J	Yes	No
C	Yes	No
O	Yes	No
V	Yes	No
P	Yes	No
F	Yes	No
D	Yes	No
U	Yes	No
A	Yes	No
Y	Yes	No
N	Yes	No
Z	Yes	No
K	Yes	No
E	Yes	No
SCORE		



Read It Again-PreK!

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Materials

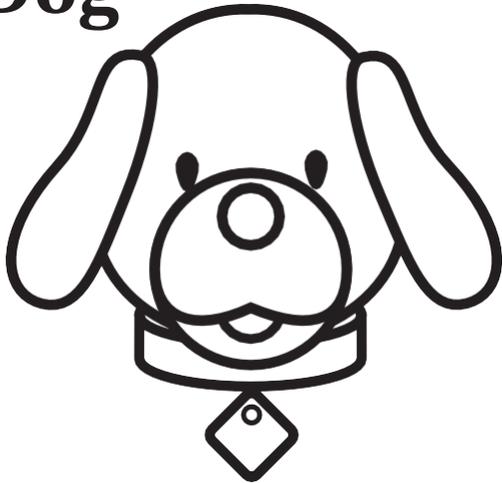
This section provides picture cards to accompany the lessons. They should be cut out prior to the lessons for use with the Read It Again-Pre K curriculum. Some cards are meant to be used with multiple lessons throughout this curriculum; the cards that will be needed are listed as a part of the materials list for each lesson.

*You are welcome to duplicate and laminate the cards for use *with the curriculum* at your discretion.

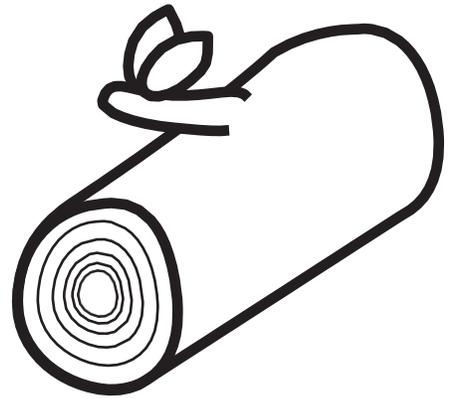
“OG” Picture Cards
Lesson: 2, 40



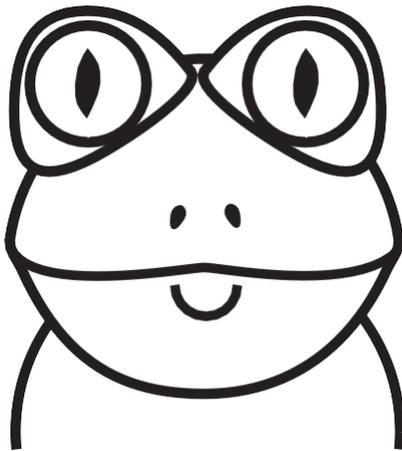
Dog



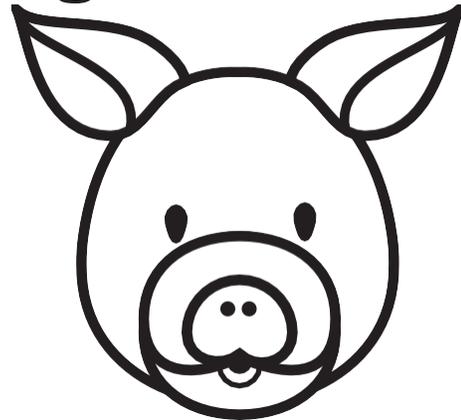
Log



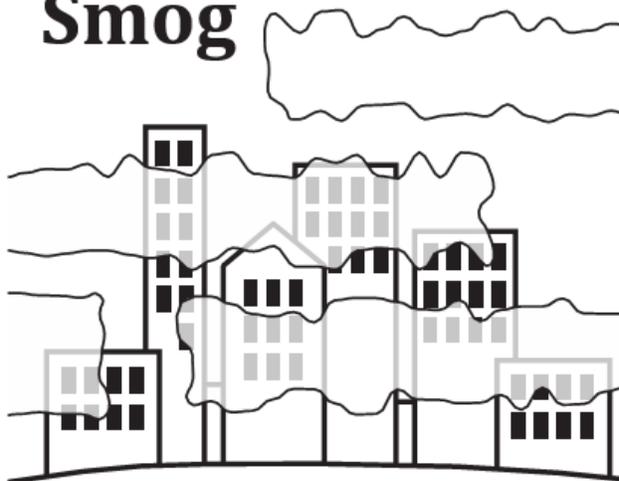
Frog



Hog



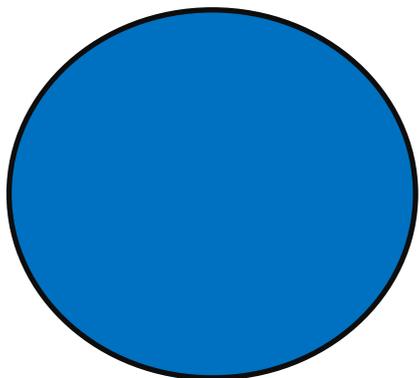
Smog



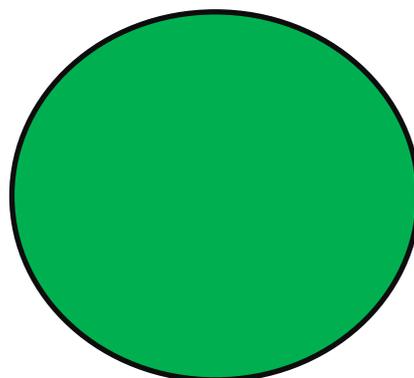
“Color Cards”

Lesson: 3, 13, 29

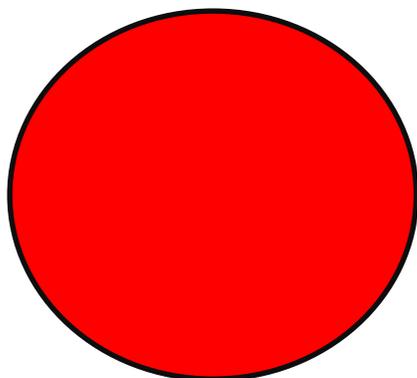
Blue



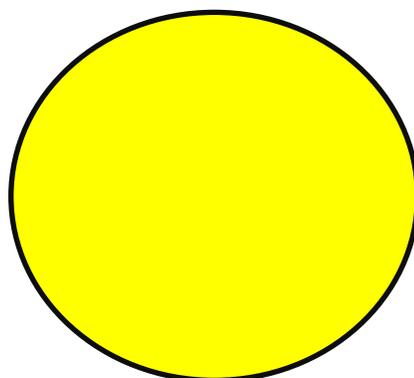
Green



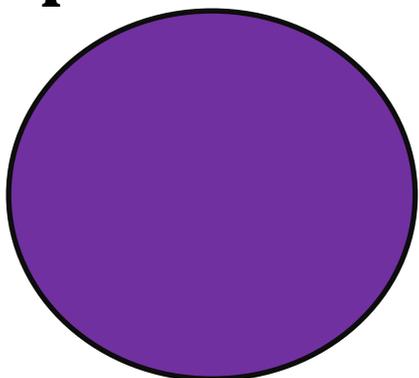
Red



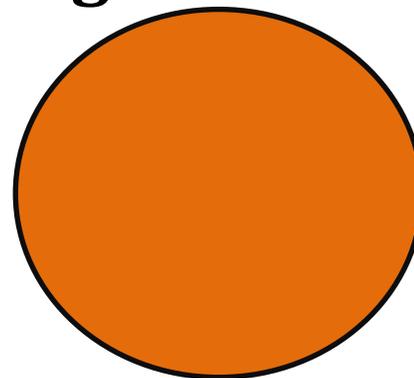
Yellow



Purple



Orange

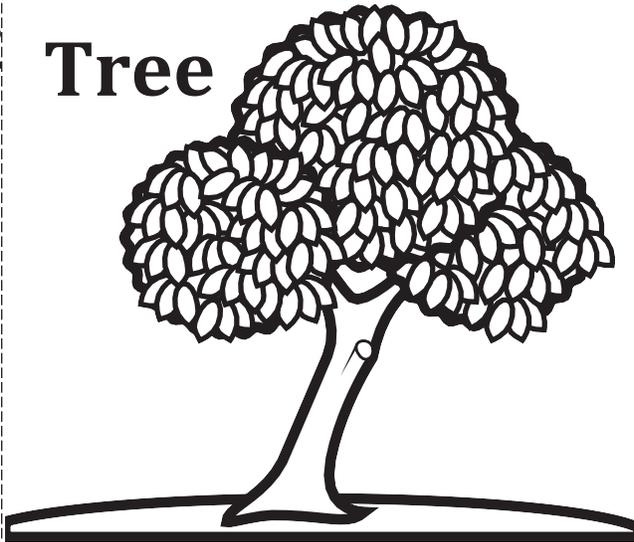


“EE” Picture Cards

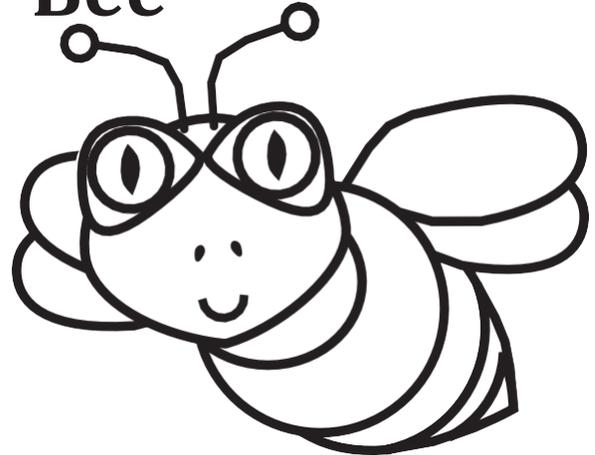
Lesson: 4



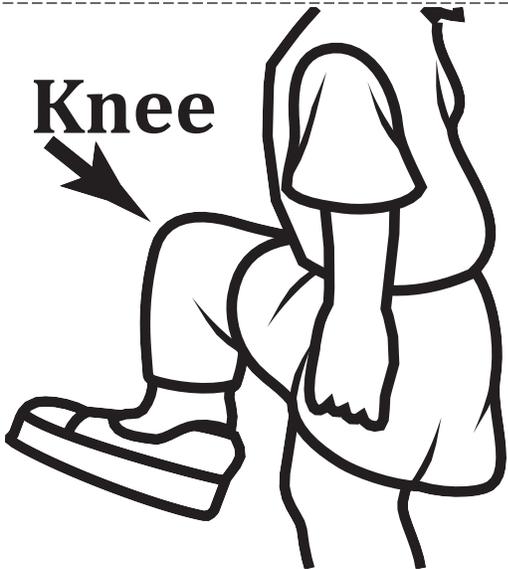
Tree



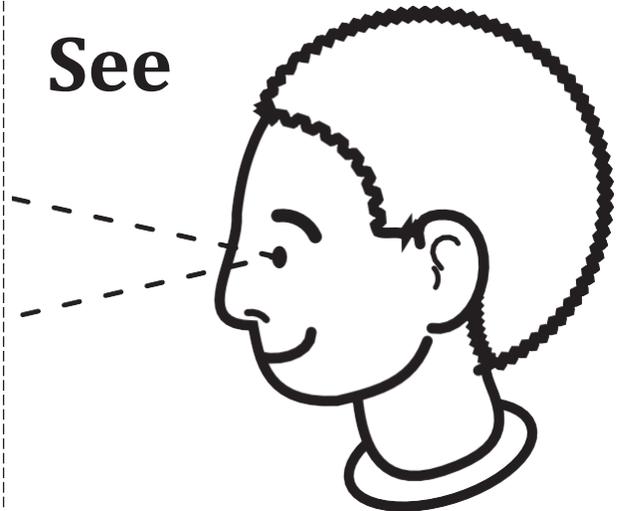
Bee



Knee



See



Key



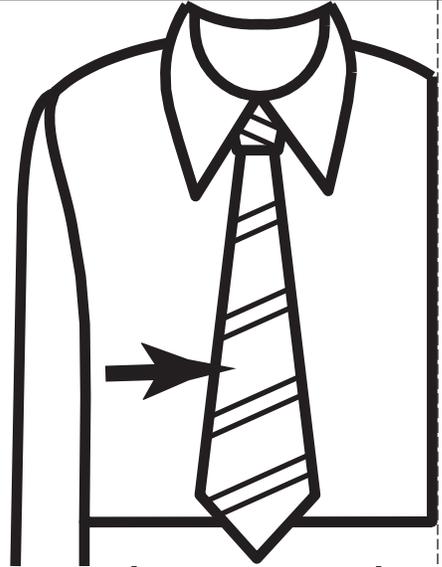
"I" Picture Cards
Lesson: 4



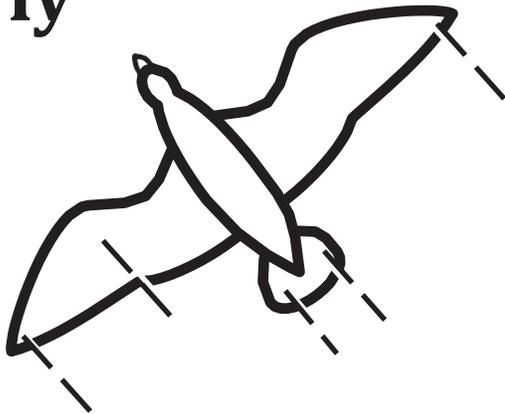
Cry



Tie



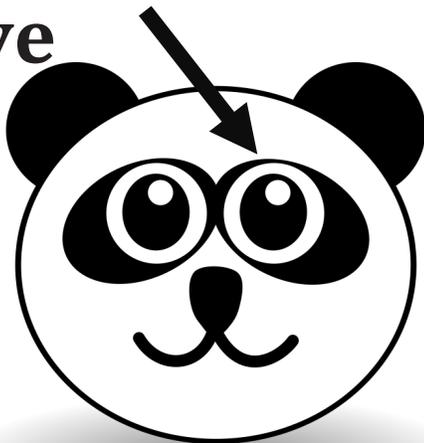
Fly



Pie



Eye



“AW” Picture Cards

Lesson: 6



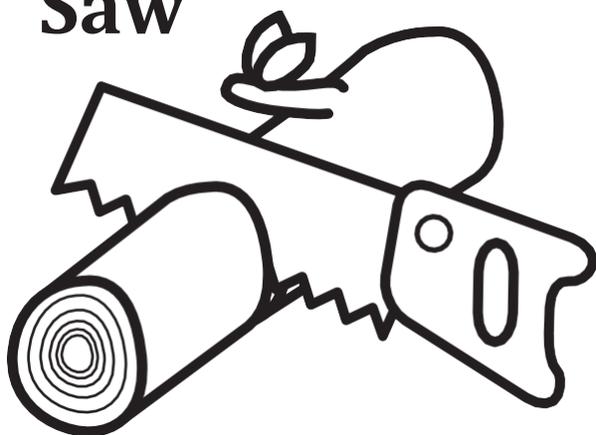
Paw



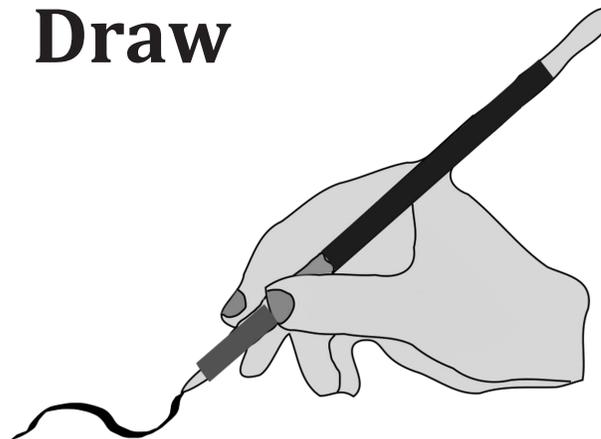
Jaw



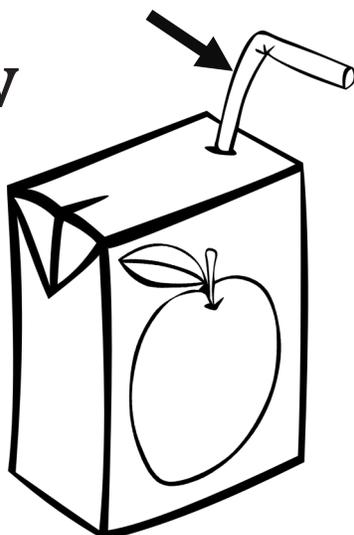
Saw



Draw



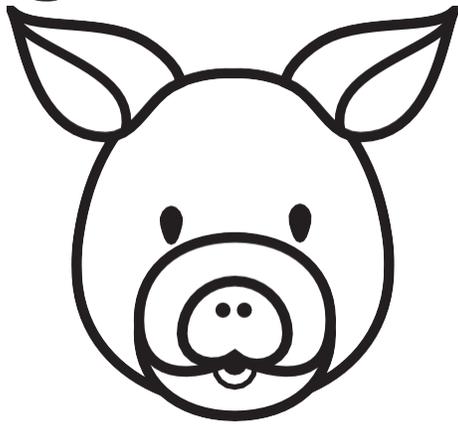
Straw



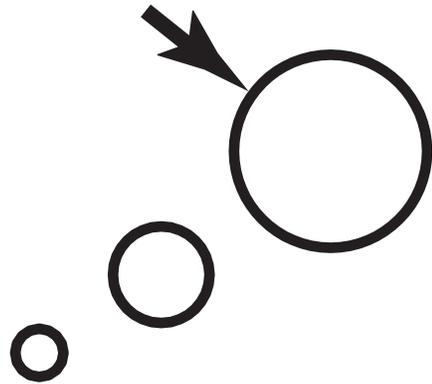
"IG" Picture Cards
Lesson: 6



Pig



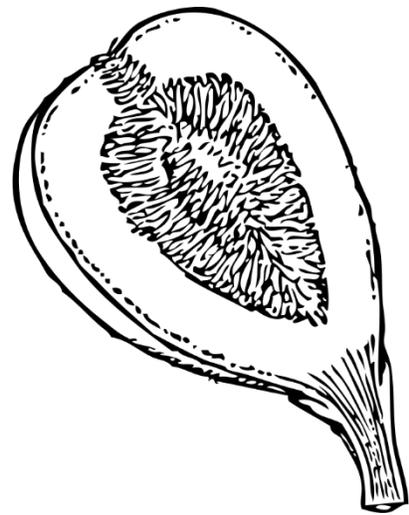
Big



Dig



Fig



Wig

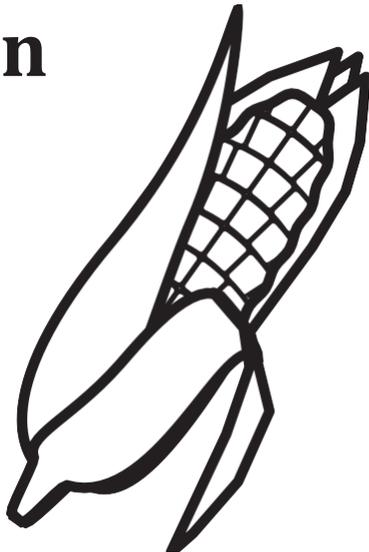


“ORN” Picture Cards

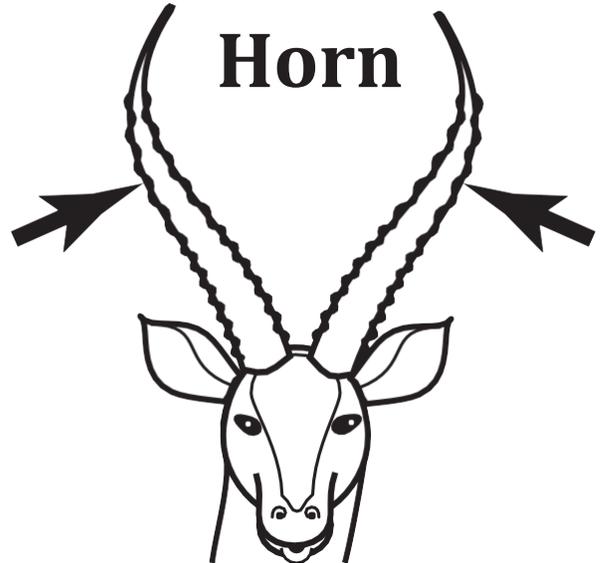
Lesson: 6



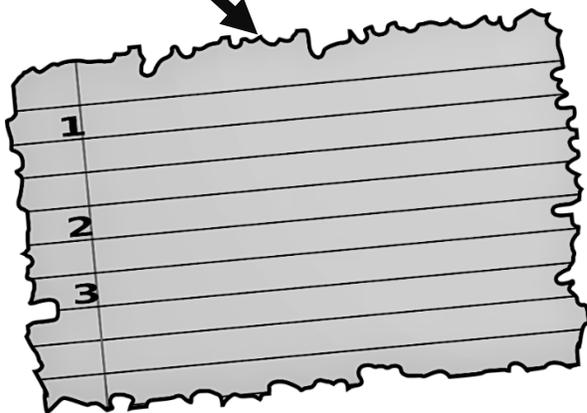
Corn



Horn



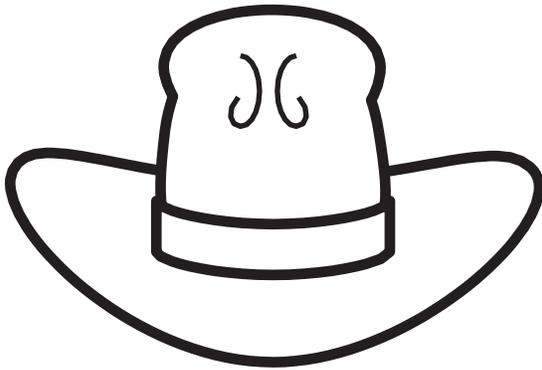
Torn



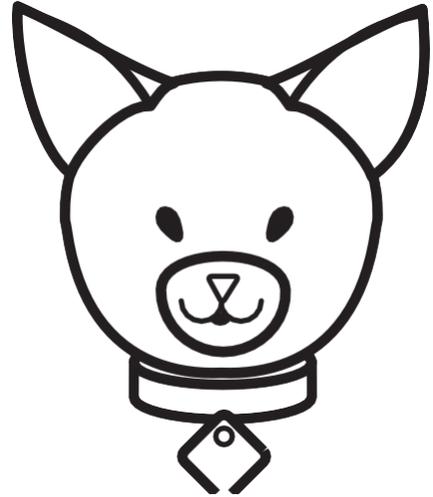
“AT” Picture Cards
Lesson: 8



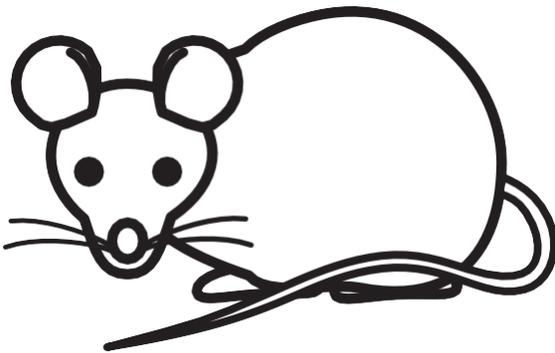
Hat



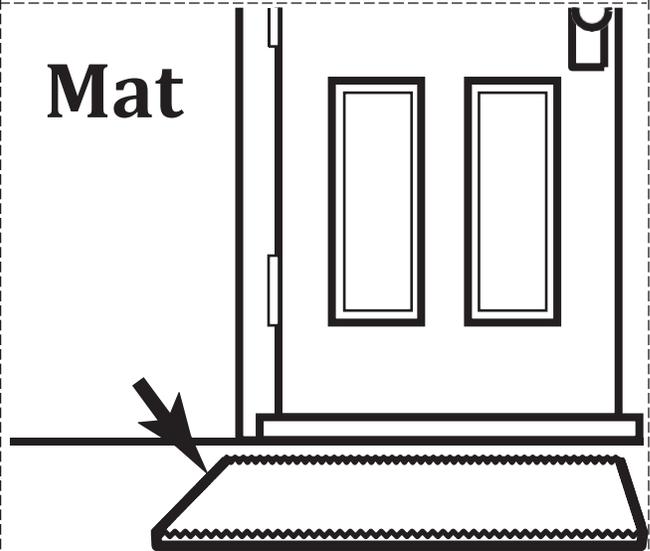
Cat



Rat



Mat



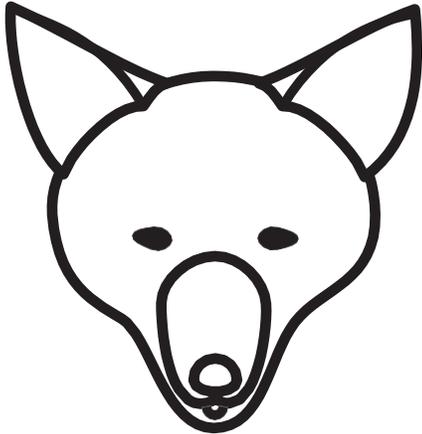
Bat



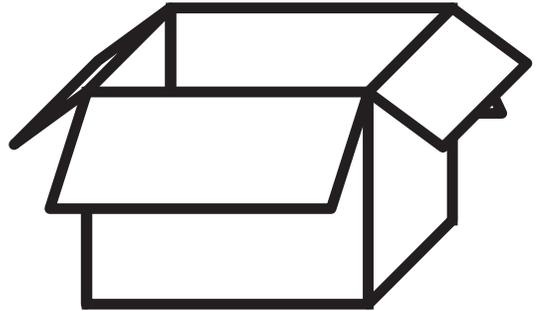
“ox” Picture Cards
Lesson: 8



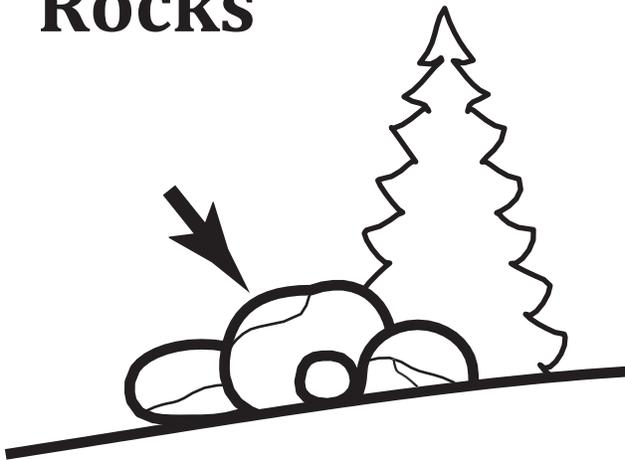
Fox



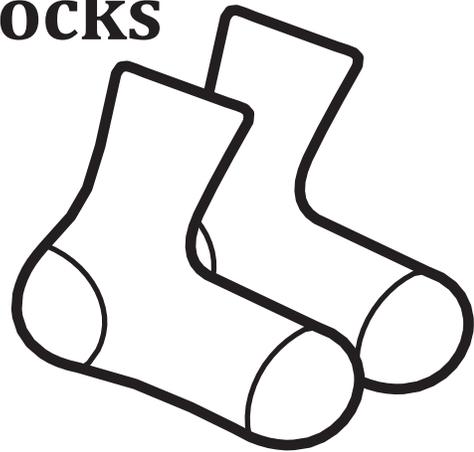
Box



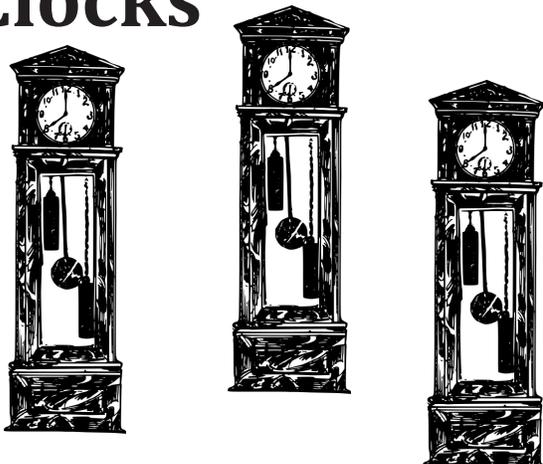
Rocks



Socks



Clocks

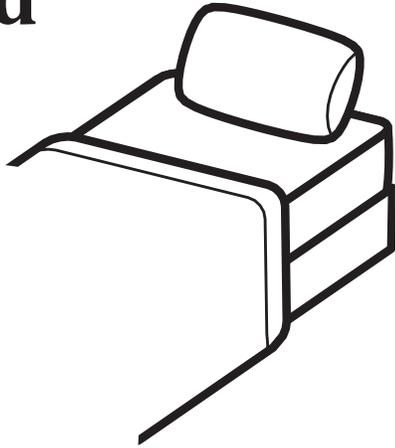


“ED” Picture Cards

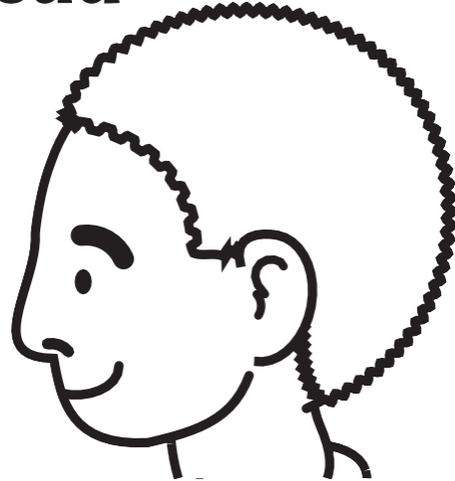
Lesson: 10



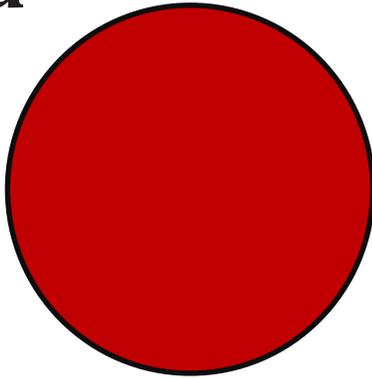
Bed



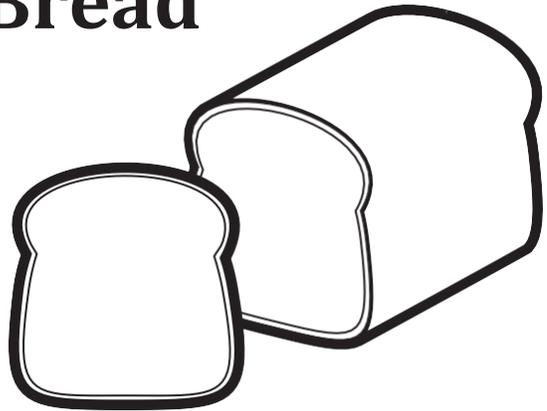
Head



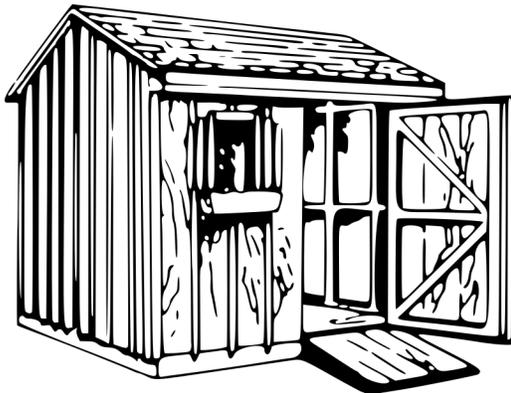
Red



Bread



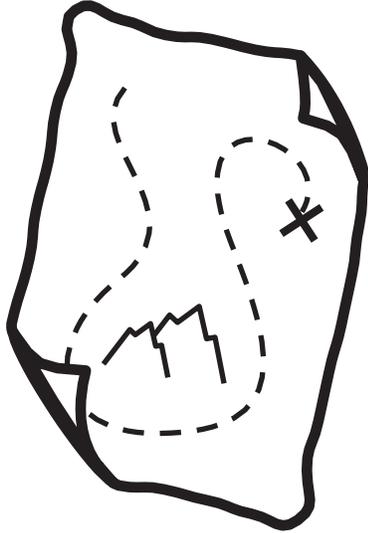
Shed



“AP” Picture Cards
Lesson: 10



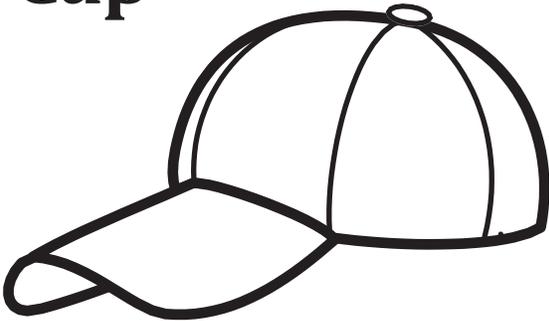
Map



Nap



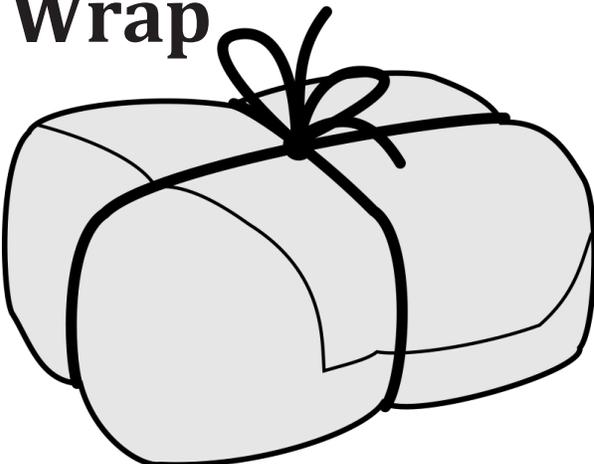
Cap



Lap



Wrap

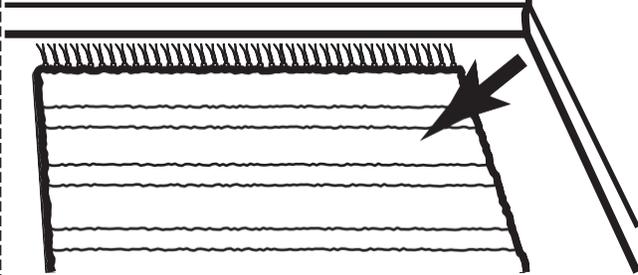


“UG” Picture Cards

Lesson: 10



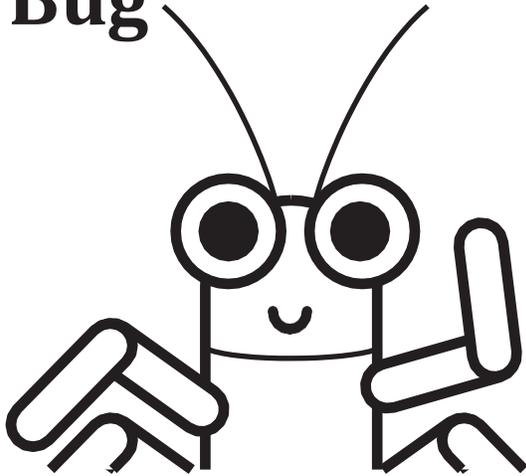
Rug



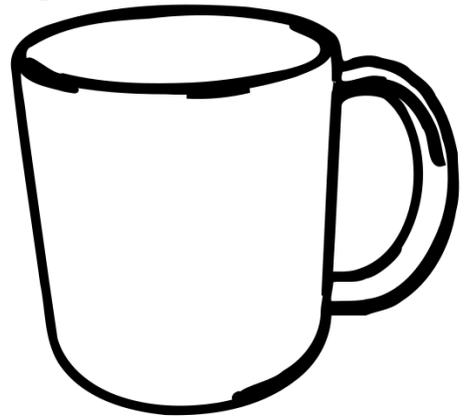
Hug



Bug



Mug



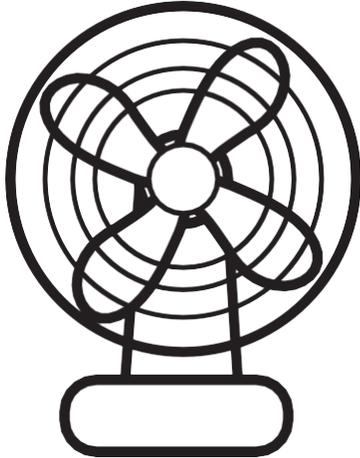
Jug



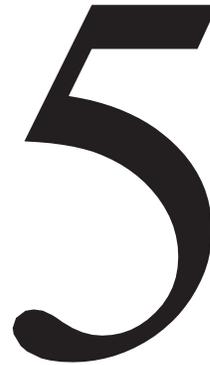
"F" Picture Cards
Lesson: 26, 30, 32, 54



Fan



Five



Phone



Fly



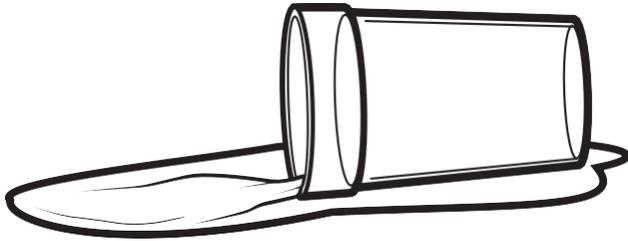
Frog



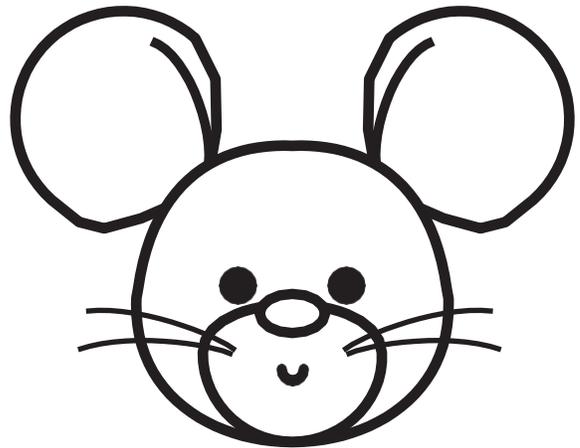
"M" Picture Cards
Lesson: 26, 30, 32



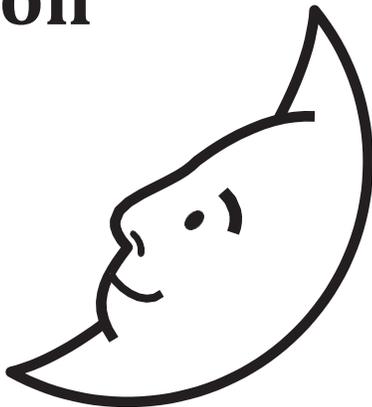
Mess



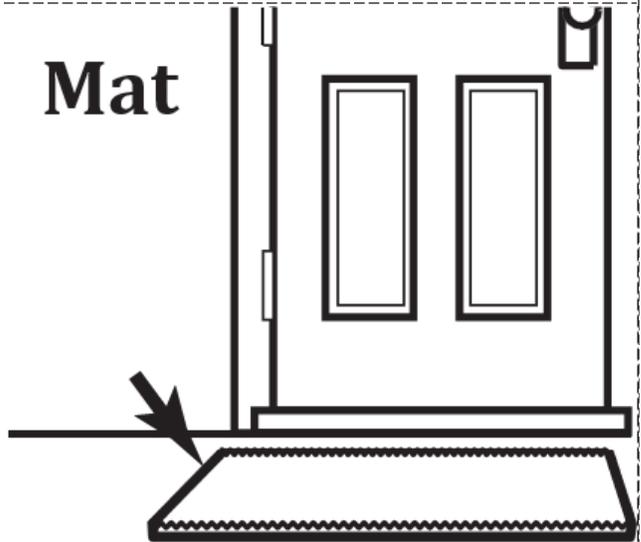
Mouse



Moon



Mat



Map



“G” Picture Cards

Lesson: 27



G

G

G

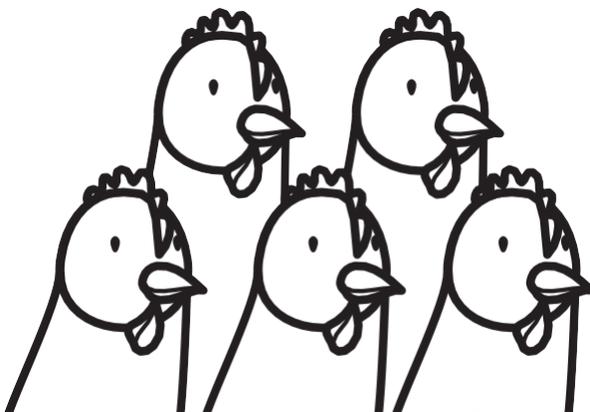
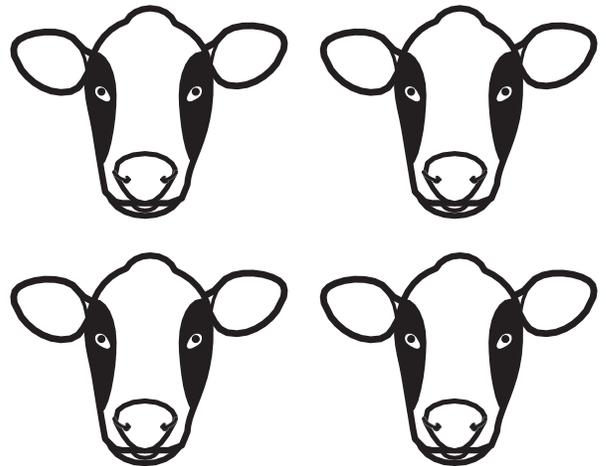
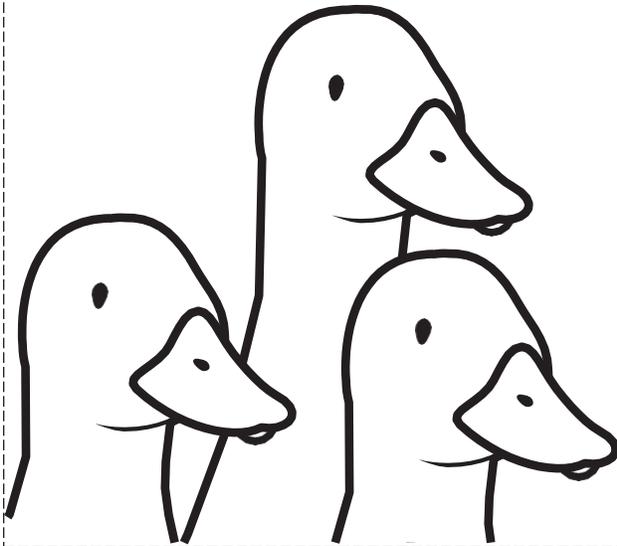
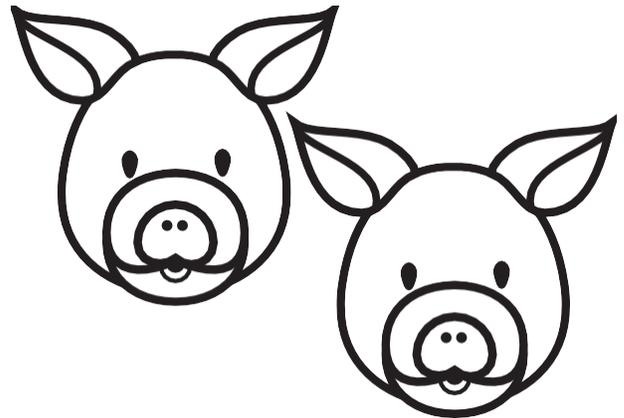
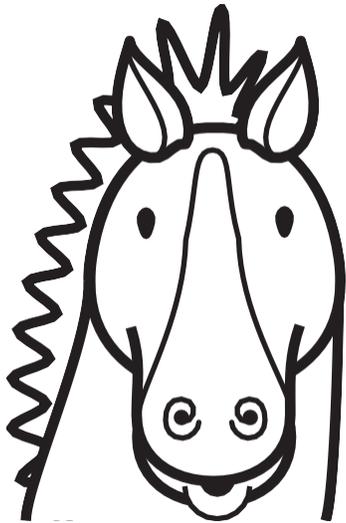
G

G

G

"Animal Number Cards"

Lesson: 27



“Number Cards”
Lesson: 27



1

2

3

4

5

"S" Picture Cards

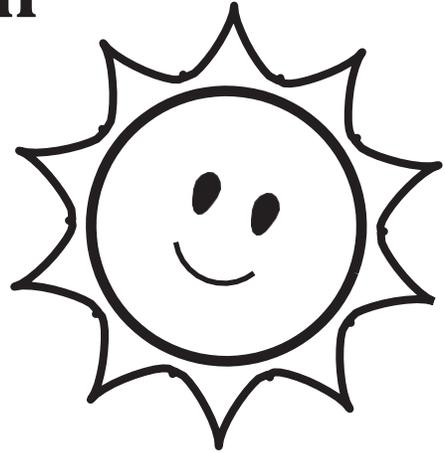
Lesson: 28, 30, 32, 36, 38, 54, 56



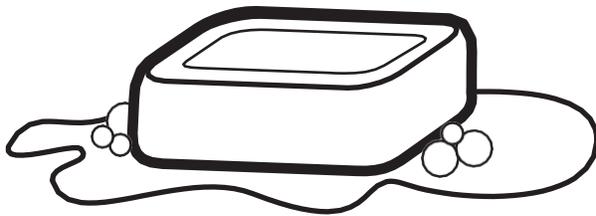
Sit



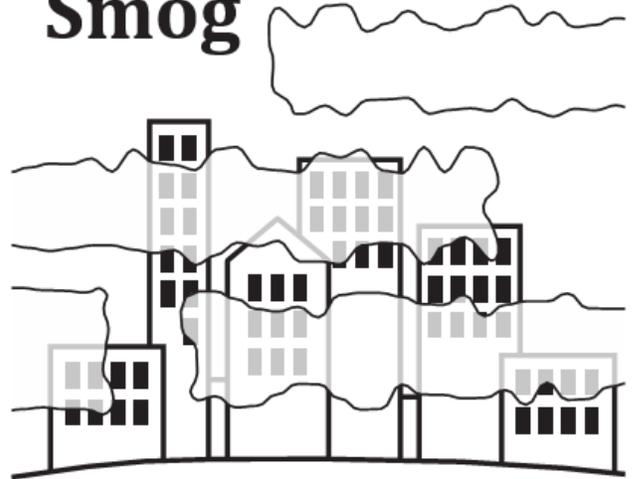
Sun



Soap



Smog



Socks



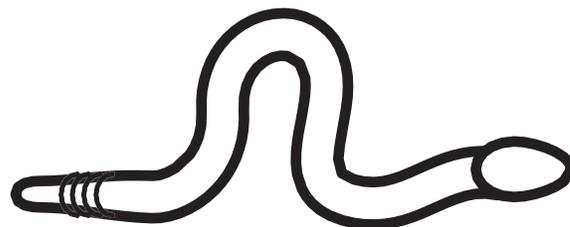
“W” Picture Cards
Lesson: 28, 30, 32, 54



Wash



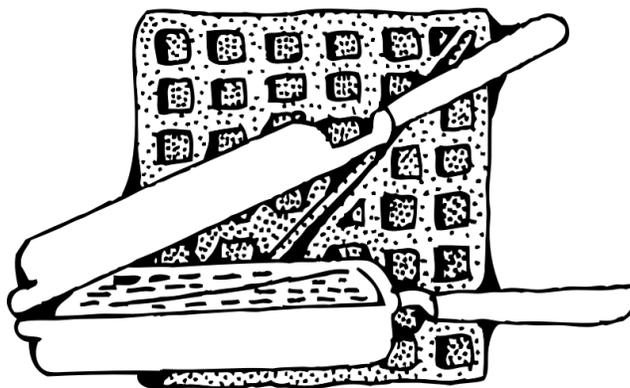
Worm



One

1

Waffle



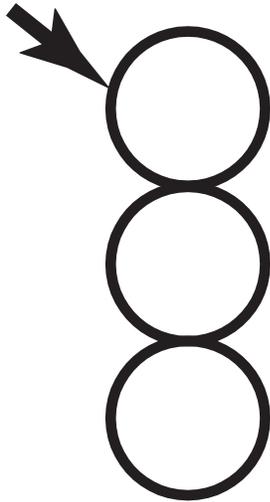
Winter



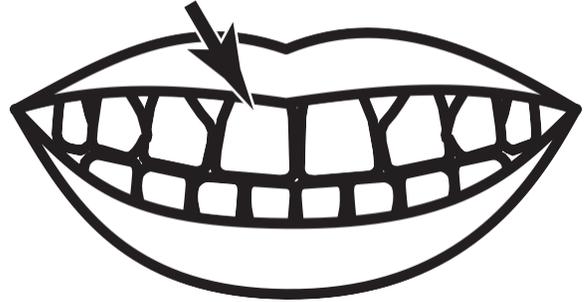
“T” Picture Cards
Lesson: 35, 38, 56



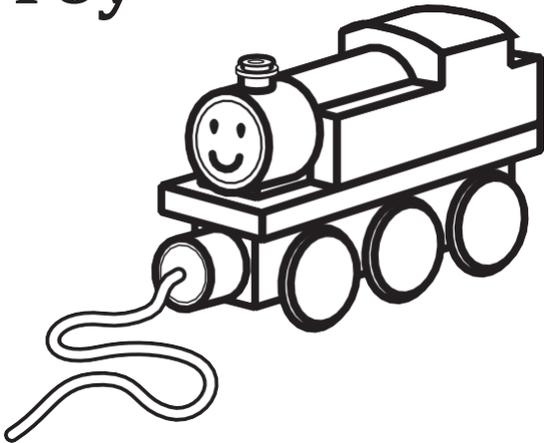
Top



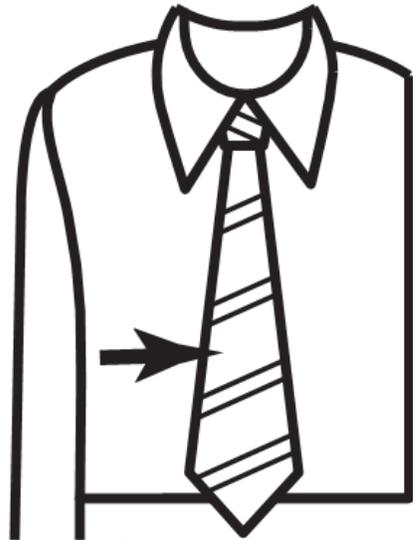
Tooth



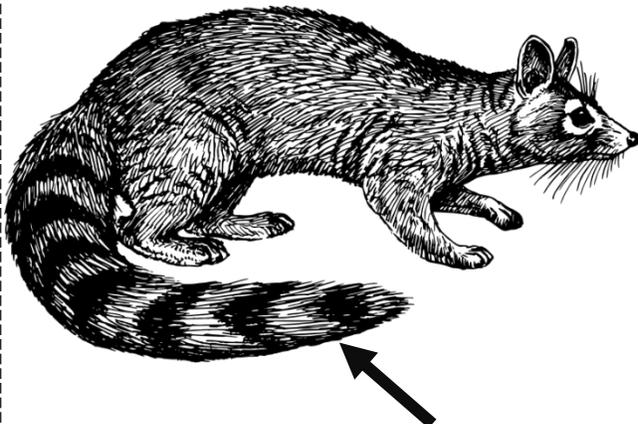
Toy



Tie



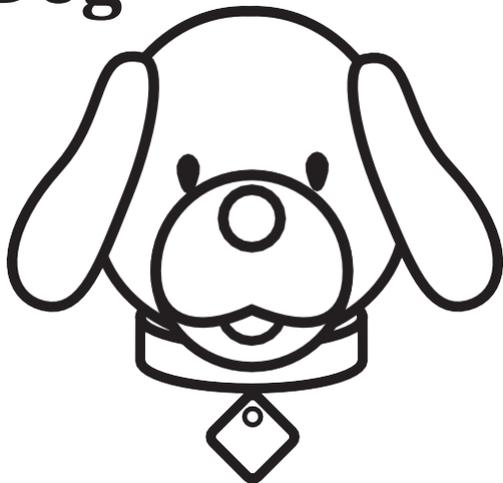
Tail



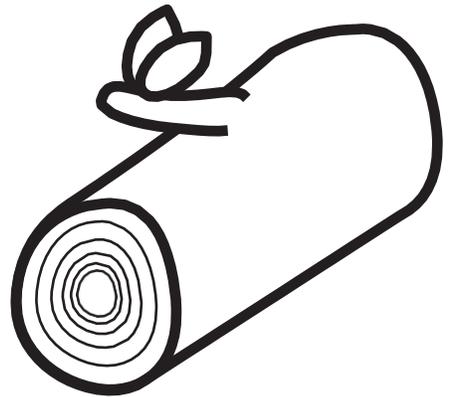
“OG” Picture Cards
Lesson: 40



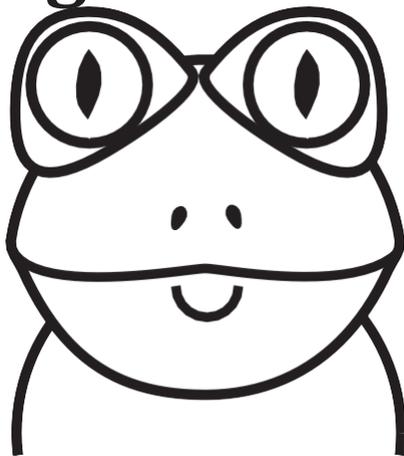
Dog



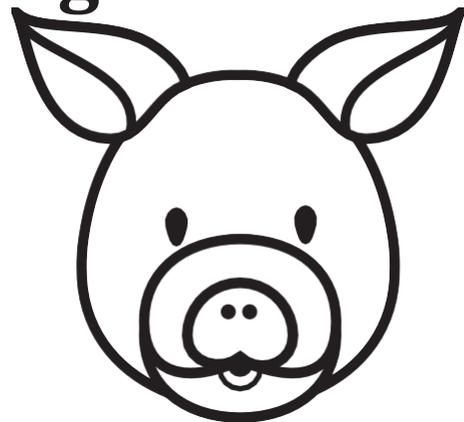
Log



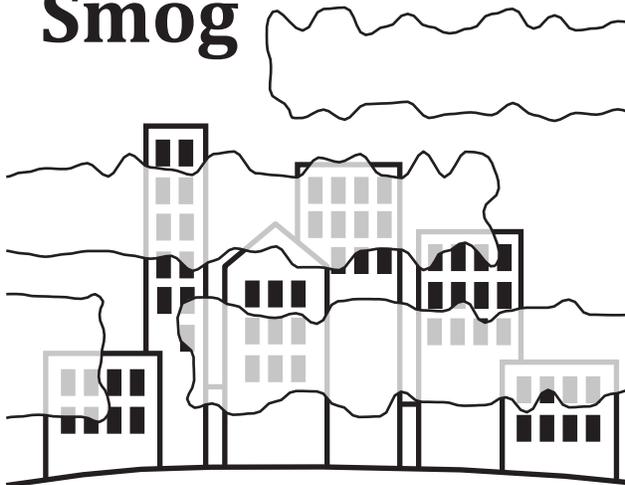
Frog



Hog



Smog



“ORE” Picture Cards

Lesson: 42



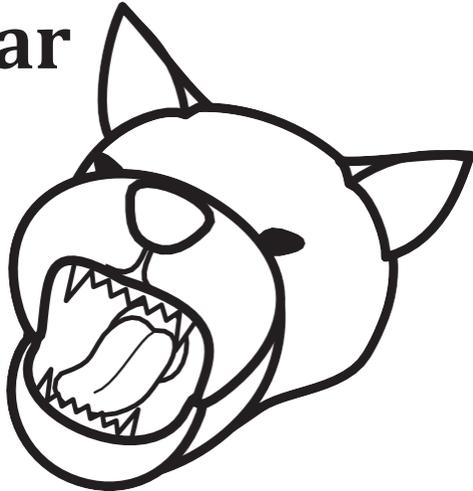
Four

4

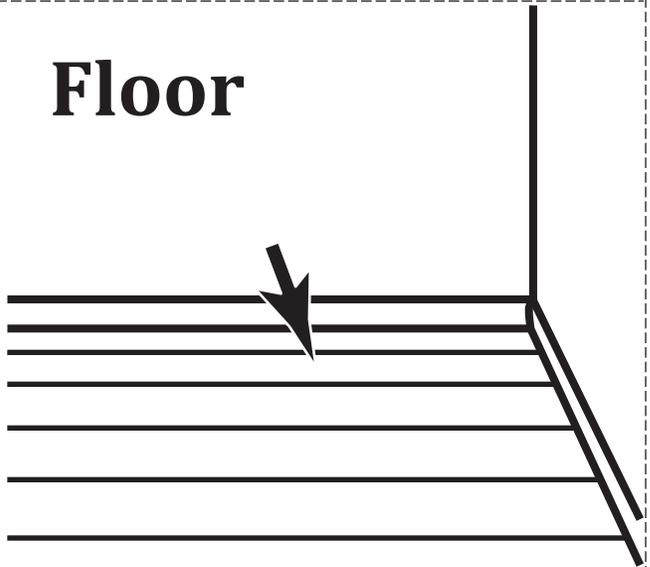
Snore



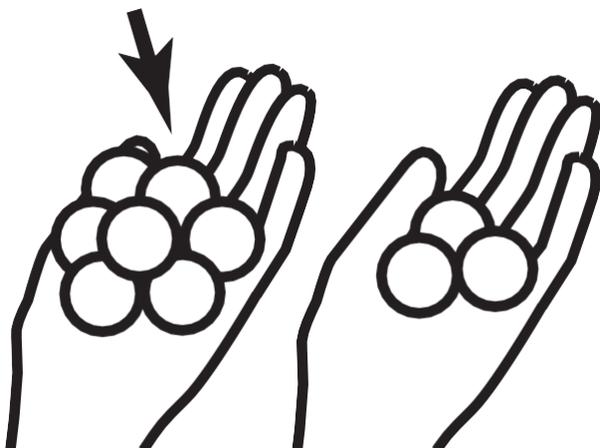
Roar



Floor



More

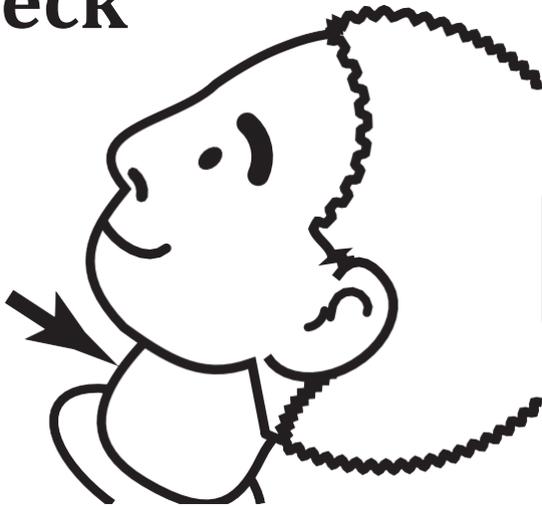


“N” Picture Cards

Lesson: 34



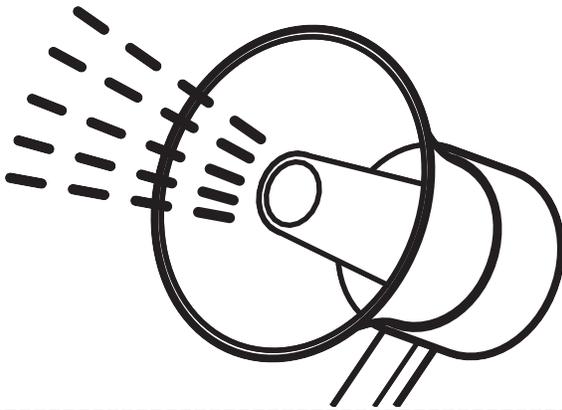
Neck



Night



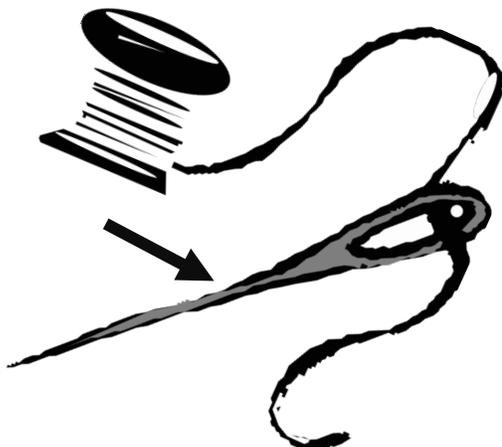
Noise



Nine



Needle



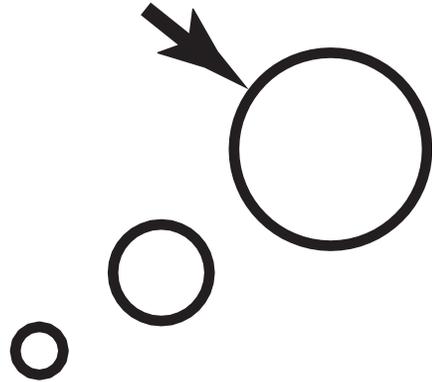
"B" Picture Cards
Lesson: 34, 36, 38, 56



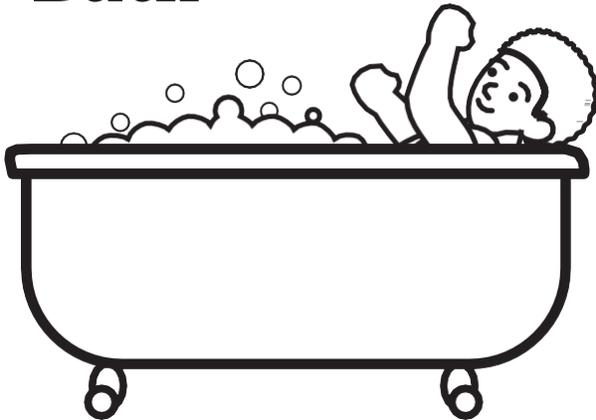
Boy



Big



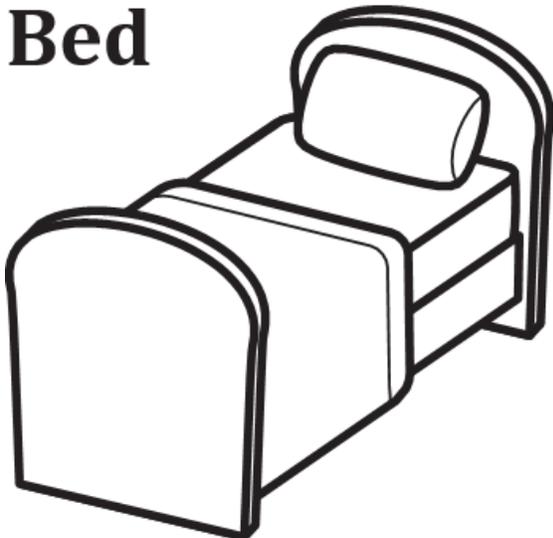
Bath



Bee



Bed



“AKE” Picture Cards

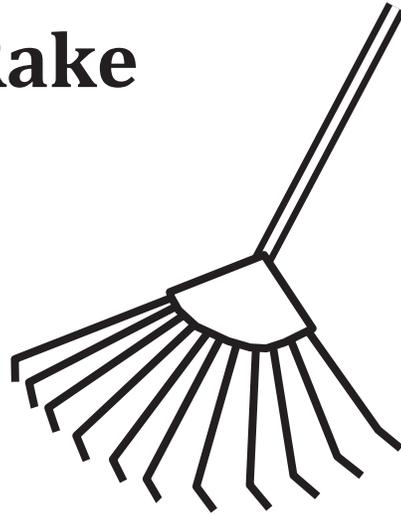
Lesson: 44



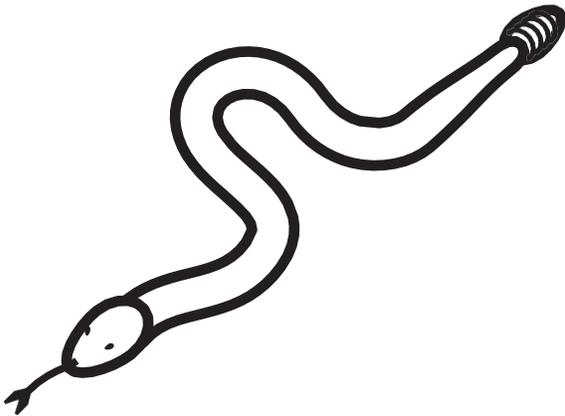
Cake



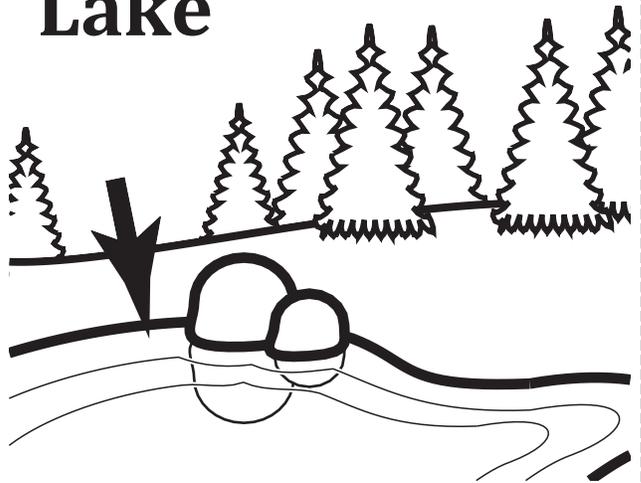
Rake



Snake



Lake



Break

