



Read It Again-PreK!

Implementation Notes

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

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.

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words for the names of unfamiliar actions (verbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
During and After Reading: Narrative		
Learning Objective 2: To identify and describe the setting and characters of a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 2 Lesson 3: What Do These Words Do?

Book: *Chicka 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

Week 2 Lesson 4: What Do These Words Do?

Book: *Chicka 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.		
During and After Reading: Narrative		
Learning Objective 2: To identify and describe the setting and characters of a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		



REMINDER:
Pupil Progress Checklist

REMEMBER!

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

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



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 3 Lesson 5: What Do These Words Do?

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

Before and During Reading: Print Knowledge		
Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words for the names of unfamiliar objects (nouns).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 3 Lesson 6: What Do These Words Do?

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

Before and During Reading: Phonological Awareness		
Learning Objective 1: To identify when two words share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To identify and describe the settings and characters in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use new words representing spatial concepts.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 4 Lesson 8: What Happened in This Story?

Book: *Mixed: A Colorful Story* by Arree Chung

Before and During Reading: Phonological Awareness		
Learning Objective 1: To identify when two words share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To identify and describe the settings and characters in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use new words representing spatial concepts.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 5 Lesson 10: Rhyme With Me

Book: *The Night Before Preschool* by Natasha Wing

Before and During Reading: Phonological Awareness		
Learning Objective 1: To identify when two words share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To identify and describe the settings and characters in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 and During Reading: Phonological Awareness		
Learning Objective 1: To identify when two words share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To identify and describe one or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 and During Reading: Phonological Awareness		
Learning Objective 1: To segment words into syllables and to blend syllables into words.		
After Reading: Narrative		
Learning Objective 2: To identify and describe one or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use new words representing time concepts.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 8 Lesson 16: More Syllables!

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

Before and During Reading: Phonological Awareness		
Learning Objective 1: To segment words into syllables and to blend syllables into words.		
After Reading: Narrative		
Learning Objective 2: To identify and describe one or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words for the names of unfamiliar actions (verbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 9 Lesson 18: Let's Make Words!

Book: *Mixed: A Colorful Story* by Arree Chung

Before and During Reading: Phonological Awareness		
Learning Objective 1: To segment words into syllables and to blend syllables into words.		
After Reading: Narrative		
Learning Objective 2: To identify and describe one or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words representing time concepts.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 10 Lesson 20: What Happened in This Story?

Book: *The Night Before Preschool* by Natasha Wing

Before and During Reading: Phonological Awareness		
Learning Objective 1: To segment words into syllables and to blend syllables into words.		
After Reading: Narrative		
Learning Objective 2: To identify and describe one or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children’s engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 11 Lesson 22: Can You Retell Our Story?

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

Before and During Reading: Phonological Awareness		
Learning Objective 1: To segment words into syllables and to blend syllables into words.		
After Reading: Narrative		
Learning Objective 2: To order three or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words for unfamiliar objects (nouns).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Narrative		
Learning Objective 2: To order three or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		



REMINDER:
Pupil Progress Checklist

REMEMBER!

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

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



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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words for unfamiliar actions (verbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

Week 13 Lesson 26: Tell Me a Story

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.		
After Reading: Narrative		
Learning Objective 2: To order three or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words which describe objects (adjectives).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

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.		
After Reading: Narrative		
Learning Objective 2: To order three or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

Week 15 Lesson 30: Listen to Those Sounds!

Book: *Lola Reads to Leo* by Anna McQuinn

Before and During Reading: Phonological Awareness		
Learning Objective 1: To identify when two words share the same first sound.		
After Reading: Narrative		
Learning Objective 2: To order three or more major events in a story.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 16 Lesson 31: Use Your Imagination?

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.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use new words representing thinking processes.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children’s engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

Week 16 Lesson 32: Who and Where?

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

Before and During Reading: Phonological Awareness		
Learning Objective 1: To identify when two words share the same first sound.		
After Reading: Narrative		
Learning Objective 2: To produce a fictional story that has a setting and characters.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children’s engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 17 Lesson 33: Decisions, Decisions

Book: *The Mitten* by Jan Brett

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).		
After Reading: Vocabulary		
Learning Objective 2: To understand and use new words representing thinking processes.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children’s engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

Week 17 Lesson 34: Starting Out the Same or Different?

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.		
After Reading: Narrative		
Learning Objective 2: To produce a fictional story that has a setting and characters.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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).		
After Reading: Vocabulary		
Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children’s engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

Week 18 Lesson 36: Where Are Those Animals Now?

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.		
After Reading: Narrative		
Learning Objective 2: To produce a fictional story that has a setting and characters.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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).		
After Reading: Vocabulary		
Learning Objective 2: To understand and use new words representing feelings.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Narrative		
Learning Objective 2: To produce a fictional story that has a setting and characters.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 20 Lesson 39: Many Word Meanings

Book: *Lola Reads to Leo* by Anna McQuinn

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).		
After Reading: Vocabulary		
Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children’s engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 20 Lesson 40: Take a Guess, Make a Rhyme

Book: *Lola Reads to Leo* by Anna McQuinn

Before and During Reading: Phonological Awareness		
Learning Objective 1: To produce words that share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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).		
After Reading: Vocabulary		
Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children’s engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which “Too Easy” Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which “Too Hard” Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 21 Lesson 42: Tell Me About It

Book: *Leonardo the Terrible Monster* by Mo Willems

Before and During Reading: Phonological Awareness		
Learning Objective 1: To produce words that share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		



REMINDER:
Pupil Progress Checklist

REMEMBER!

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

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



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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

Week 22 Lesson 43: Is It a Letter or a Word?

Book: *Bunny Cakes* by Rosemary Wells

Before and During Reading: Print Knowledge		
Learning Objective 1: To recognize the difference between letters and words.		
After Reading: Vocabulary		
Learning Objective 2: To understand and use new words representing feelings.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 22 Lesson 44: Grab Bag Rhyme

Book: *Bunny Cakes* by Rosemary Wells

Before and During Reading: Phonological Awareness		
Learning Objective 1: To produce words that share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 23 Lesson 46: Guess the Rhyming Pair!

Book: *Brave* by Stacy McAnulty

Before and During Reading: Phonological Awareness		
Learning Objective 1: To produce words that share a rhyming pattern.		
After Reading: Narrative		
Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 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.		
After Reading: Vocabulary		
Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.		
Date:	Total Length of Lesson (Print Knowledge + Vocabulary):	
	Print Knowledge	Vocabulary
Most children's engagement was:	High	High
	Medium	Medium
	Low	Low
What Modifications were made to the activity?		
Which children seemed to do well:		
Which "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
Which children seemed to struggle?		
Which "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		

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 48: Tell Me Your Story

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.		
After Reading: Narrative		
Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.		
Date:	Total Length of Lesson (Phonological Awareness + Narrative):	
	Phonological Awareness	Narrative
Most children's engagement was:	High	High
	Medium (variable)	Medium (variable)
	Low	Low
What Modifications were made to the activity?		
What children seemed to do well:		
What "Too Easy" Learners Ladder strategies were used?	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.	Reasoning: Ask children to explain why something happened or will happen, or why something is the way it is.
	Generalizing: ask children to extend the lesson to past or future personal experiences.	Generalizing: ask children to extend the lesson to past or future personal experiences.
	Predicting: ask children to describe what might happen next.	Predicting: ask children to describe what might happen next.
	None: no strategies were used	None: no strategies were used
What children seemed to struggle?		
What "Too Hard" Learners Ladder strategies were used?	Eliciting: provide children with the correct answer by modeling responses	Eliciting: provide children with the correct answer by modeling responses
	Co-participating: provide children with the correct answer to a task by working with a peer or teacher	Co-participating: provide children with the correct answer to a task by working with a peer or teacher
	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.	Reducing choices: helps children to complete a task by providing limited choices with the correct answers.
	None: no strategies were used	None: no strategies were used
Notes:		